



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting
October 26, 2021

PURPOSE STATEMENT

Together we will open students' minds to their dreams and aspirations and provide the tools needed to achieve them.

MISSION STATEMENT

All Southeast Island School district stakeholders will work together to provide a safe and healthy environment that fosters the development of personal, social and academic skills necessary for students to excel in our rapidly changing world and to become service-minded, life-long learners.

AGENDA

MEETING: 5:30 PM

LOCATION: Hollis School and via Audio/Video Conference

101 School Loop Road
Hollis, Alaska 99950

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. APPROVAL OF AGENDA
5. WELCOME TO VISITORS
6. PUBLIC COMMENT 3
7. ELECTION OF OFFICERS
 - A. President 5
 - B. Clerk 8
8. CONSENT AGENDA: (Items listed under CONSENT AGENDA are considered to be routine by the School Board and will be approved in one motion unless a Board Member requests that an item be considered separately.)
 - A. Approval of September 3, 2021 Regular Meeting Minutes 10
 - B. Approval of October 2021 Financial Report 14
 - C. Employment:
 1. FY22 Classified Employment:
 - a. Coffman Cove: Yvonne Drozdowicz-Somfleth (Food Service, Paraprofessional)
 - b. Hollis: Karen Giffey (Food Service)
 - c. Kasaan: Amanda Hendrixson (Food Service)
 - d. Naukati: Robert Deuel (Food Service), Shelley Guerra (Paraprofessional), Pamela Martensen (Student Transportation Aide/Driver)
 - e. Thorne Bay: Maria Lineker (Food Service)
 - f. District: Matthew Mendonsa (Migrant Recruiter), Shane Williams (Food Service Coordinator/District Freight & Delivery)
 2. FY22 Certified Employment:
 - a. FY22 Teacher Contracts: Richard Spencer
 - b. FY22 Teacher Contract Addendums: Lisa Cates, Sonya Cook, Astrid Richard-Cook
 - c. FY22 Lead Teacher Contracts: Lisa Cates (Co-Lead Teacher, Hollis)
9. ADMINISTRATIVE/BOARD REPORTS
 - A. Superintendent Report 23
 1. Thorne Bay Principal Report 36
 2. Area Principal/State & Federal Programs Coordinator Report 38
 3. Student Services Coordinator Report 44
 4. Maintenance Director Report
 5. Technology Director Report
 6. Food Service Director Report 45
 - B. Business Manager's Report 48
10. UNFINISHED BUSINESS
 - A. Action on Administrative/Board Reports
 - B. SISD American Rescue Plan Act (ARPA) Mitigation and Prevention Strategies

11. NEW BUSINESS	
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2. 1st Reading, BP 6172, Special Education	91
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13. ADVANCE PLANNING	
A. Planning for the Next Regular Board Meeting: 3rd Wednesday in November is November 17, 2021	
B. Youth Leadership Institute (December 3-5, virtual)	133
C. AASB Annual Conference (November 4-7, Anchorage - Virtual Options, too)	135
14. PUBLIC COMMENT	
15. BOARD COMMENT	
16. EXECUTIVE SESSIONS	
17. ADJOURNMENT	

MEETING CONDUCT

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Quorum

A majority of the number of filled positions on the Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. A member may only abstain due to a publicly declared conflict of interest. When a member abstains because of a conflict of interest, the abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. A person wishing to be heard by the Board shall first be recognized by the president. They shall then identify themselves and proceed to comment as briefly as the subject permits.

MEETING CONDUCT (continued)

4. The President may establish rules to govern the procedure whereby persons address the Board.
5. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 9312 - Executive Sessions)

7. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

(cf. 9320 - Meetings)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES
29.20.020 Meetings public

Review 1/04, 1/05
Revised 6/11



OATH OF OFFICE

SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION

“I, _____, do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will honestly, faithfully, and impartially discharge my duties as the Southeast Island School District Board President to the best of my ability.”

5

Dated at Hollis, Alaska, this 26th day of October, 2021

Board Member

Date

Superintendent, Attest

Date

PRESIDENT

The Board president shall preside at all School Board meetings, and shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the order of business and the conduct of meetings;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if it is not clear to every member;
6. Restrict discussion to the question when a motion is before the Board;
7. Rule on parliamentary procedure;
8. Put motions to a vote, and state clearly the results of the vote.

The president shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The president shall also perform other duties as directed by the Board, and state laws, regulations and the Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent or designee on the preparation of the Board's agendas;
3. Appoint and disband all committees, subject to Board approval;
4. Call such meetings of the Board as the Board president may deem necessary, giving notice as prescribed by law;
5. Excuse board member absences from regular board meetings.

(cf. 9223 - Board Vacancies)

**Bylaws of the Board
PRESIDENT (continued)**

BB 9121(b)

6. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;
7. Be responsible for the orderly conduct of all Board meetings.
8. Share informational mail with other Board members.

When the president resigns or is absent or disabled, the clerk shall perform the president's duties. When both the president and clerk are absent or disabled, the Board shall choose a president pro tempore to perform the president's duties.

(cf. 9120 - Officers and Auxiliary Personnel)

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

Reviewed 10/06



OATH OF OFFICE

SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION

“I, _____, do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will honestly, faithfully, and impartially discharge my duties as the Southeast Island School District Board Clerk to the best of my ability.”

8

Dated at Hollis, Alaska, this 26th day of October, 2021

Board Member

Date

Superintendent, Attest

Date

CLERK

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required.
2. Maintain such other records or reports as required by law.
3. Sign the minutes of the Board meetings following their approval.
4. Sign documents as directed by the Board on behalf of the district, and sign all other items which require the signature of the clerk.
5. Serve as presiding officer in the absence of the president.
6. Perform any other duties assigned by the Board.

(cf. 9120 - Officers and Auxiliary Personnel)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

14.14.020 Bond required



**SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION
REGULAR MEETING
September 3, 2021**

MINUTES

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 5:33 PM

ROLL CALL

Shannon Silverthorn, Rebecca Saffold, and Sandy Curtis attended via audio/video conference. Shane Scamahorn was absent.

A quorum was established.

APPROVAL OF AGENDA

Motion: Approve the agenda

By: Curtis

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

WELCOME TO VISITORS

Board president Shannon Silverthorn welcomed visitors: Jessica West, Karen Freese, Branzon Anania, Laua Anania, Cassandra Christopherson, Amy Jennings, Joanna Schneider, Dave Schneider, Dawson S., Carlisle S., Matias C., Eric J., Amy McDonald, Heather Mendonsa, Sonya Cook, Everett Cook, Andy Cook, Sharon Toman, Aaron Toman, Caleb Toman, Kara McCoy, Joel Jenson, Deidre Jenson, Lisa Cates, Roger Cates, Victoria Bosdell.

PUBLIC COMMENT

Everett Cook, Victoria Bosdell, Sharon Toman, Sonya Cook commented regarding wearing masks in school. Kara McCoy commented regarding CDC guidelines for close contacts and quarantine. Sherry Becker commented regarding quarantine and schools. Caleb Toman commented regarding freedom.

APPROVAL OF CONSENT AGENDA

Motion: Approve the consent agenda [5/19/21 regular meeting minutes; 7 30/21 special meeting minutes; August 2021 financial report, FY22 classified employment

of Judy Adamson (Paraprofessional), Nicholas Brazille (Bus Route Driver), Cynthia Nardini (Custodian), Jessica West (Paraprofessional), Terry West (Paraprofessional), Karen Anania (Family Liaison), Tara Musser (Custodian), Earl Durdle (Maintenance Technician), Sarah Patrick (Paraprofessional), Shanna Smith (Paraprofessional), Paul Young (Custodian), Tari Cook (Paraprofessional), Earlene Ingman (Paraprofessional), Amy Jennings (Thorne Bay Secretary/District Registrar), Emma Nicholson (Paraprofessional) David Schneider (Thorne Bay Custodian), John Stevens (Bus Route Driver), Karen Stone (Paraprofessional), Caren Cooke (Food Service, Paraprofessional), Connie Plante (Custodian), Kayleena Toman (Paraprofessional), Tamara Weaver (Paraprofessional), Branzon Anania (Maintenance Director), Karen Clark (Payroll/Fixed Assets Manager), Matthew Gore (Technology Director), Alexander Hert (Fleet Mechanic), Shawn Jennings (Maintenance/Fleet Technician) Terri Kohn (District Administrative Assistant), Angela Near (District Office Clerk), Christine Page Haufe (Executive Assistant/Human Resource Manager); FY22 teacher contracts for Sonya Cook, Astrid Richard-Cook; FY22 teacher contract addendums for Joel Jenson, Samuel White; FY22 lead teacher contracts for Nhung Dinh, Julie Vasquez, Michael Congdon, Laura Anania, Julia Trischman, Anthony Cook; FY22 extra-duty contracts for Alyssa Howell (Activities Director), John Stevens (Archery Director); FY22 coaches: Alyssa Howell (Thorne Bay Elementary/Middle School & High School Cross Country)

By: Curtis

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

ADMINISTRATIVE/BOARD REPORTS

Sherry Becker gave the Superintendent's report. Topics included: courses/electives, AmeriCorps, Ag Program Raffle, . Department reports were included in the packet from Thorne Bay Principal, Area Principal/State & Federal Program, Student Services, Maintenance Director. Matt Gore gave a verbal report for Technology, emphasizing CANVAS software provided by the Department of Education & Early Development and the Technology Committee.

Lucienne Smith gave the Business Manager's report. Topics included: the FY21 financial audit, standard operating procedures, E-rate.

BUSINESS ITEMS

Motion: Approve Item 9B, the AASB proposed board policy updates, to include BP 1340, Access to District Records and BP 6146.3, College and Career Readiness Assessments, and BP 5125.1, Release of Directory Information and BP 5131.6, Alcohol and Other Drugs

By: Curtis

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

Motion: Approve the proposed SISD Mission update [Together we will foster student skills to achieve their goals and thrive in an ever-changing world]

By: Saffold

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

Motion: Approve the ARPA [American Rescue Plan Act] Mitigation Plan Option B

By: Saffold

Second: yes

Board Vote: 2 in favor; 1 opposed

Resolved: failed

Motion: Approve the SISD ARPA [American Rescue Plan Act] Mitigation Plan [Option] B with the mandate of mask wearing by Public Health to be changed to recommendation of mask wearing by Public Health

By: Saffold

Second: yes

Board Vote: 2 in favor; 1 opposed

Resolved: failed

Motion: Approve the ARPA [American Rescue Plan Act] Mitigation and Prevention Plan Option B with the additional language of individual schools being considered separately based on the number of cases in the community that directly impact the school

By: Curtis

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

Motion: Approve the [FY22] professional services contract with Mary Jane Rapport for physical therapy services

By: Saffold

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

Motion: Approve the purchase of the SISD floating building

By: Saffold

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

ADVANCE PLANNING

The next regular Board meeting will be on October 26, 2021 at 5:30 PM. A work session at 4:30 PM will precede the meeting.

PUBLIC COMMENT

Everett Cook commented regarding the board and opportunity to provide input.

BOARD COMMENT

Rebecca Saffold commented regarding stakeholder input and attendance at meetings. Shannon Silverthorn commented regarding stakeholder input. Sandy Curtis commented board interactions.

ADJOURNMENT

Motion: Adjourn

By: Curtis

Second: yes

Board Vote: 3 in favor; 0 opposed

Resolved: carried

Time: 7:13 PM

Board President

Date

Board Clerk

Date



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Rd Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 Email: sisd@sisd.org

MEMORANDUM

TO: SISD BOARD OF EDUCATION
THRU: Sherry Becker, Superintendent
FROM: Lucienne Smith, Contracted Business Manager
Alaska Education & Business Services, Inc.
Date: October 12, 2021 *Lucienne Smith*
SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the Monthly October Board Reports.

The format of these monthly revenue and expenditure information reports are presented to the Board of Education to apprise them of the District's financial position in comparison to the respective budgets for all funds as well as a more detailed presentation of the general fund. More detail information is available at the District office in Thorne Bay, Alaska.

Statement of Revenue Budget vs. Actual: This printout recaps fund specific revenue information per the column headings for all funds of the District:

Received current Month	Includes activity for the month noted in the report
Received YTD	Includes year to date activity
Estimated Revenue	Reflects the current revenue budget
Revenue to be received	Reflects the amount expected to be received by year end

Statement of Expenditures Budget vs. Actual: This printout recaps fund specific expenditure information per the column headings for all funds of the District:

Committed Current Month	Includes activity for the month noted in the report
Committed YTD	Includes year to date activity
Original Appropriation	Board of Education and DOEED approved original budgets
Current Appropriation	Includes the original budget amount, budget transfers, budget revisions and rollover encumbrances from prior year
Available Appropriation	Budgeted amounts not yet expended or encumbered but available

Statement of Revenue Budget vs. Actual for Operating Fund: This report represents a more detailed view of the operating Fund revenue categories. The columns reflect the same information as noted above for the Statement of Revenue Budget vs. Actuals.

Statement of Expenditure Budget vs. Actual for Operating Fund: This report presents a functional recap of the Operating Fund. The columns reflect the same information as noted above for the Statement of Expenditure – Budget vs. Actual.

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 21

Fund	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
100 GENERAL OPERATING FUND	361,452.00	1,622,718.80	6,509,505.00	4,886,786.20	25 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	219,492.00	219,492.00	0.00	100 %
205 PUPIL TRANSPORTATION FUND	0.00	64,225.00	215,644.00	151,419.00	30 %
237 ALASKA PRE ELEMENTARY PROGRAM	0.00	28,922.23	149,019.00	120,096.77	19 %
255 FOOD SERVICE FUND	0.00	2,351.74	118,500.00	116,148.26	2 %
256 FRESH FRUIT & VEGETABLES	0.00	0.00	2,950.00	2,950.00	0 %
260 TITLE I-A BASIC	0.00	0.00	98,808.00	98,808.00	0 %
261 TITLE I-C MIGRANT	0.00	0.00	91,365.00	91,365.00	0 %
264 Title IVA INNOVATIVE	0.00	0.00	10,000.00	10,000.00	0 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	0.00	31,431.00	31,431.00	0 %
268 TITLE VI-B IDEA	0.00	0.00	59,889.00	59,889.00	0 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,373.00	4,373.00	0 %
271 CARL PERKINS	0.00	0.00	15,000.00	15,000.00	0 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	0.00	50,000.00	50,000.00	0 %
280 CLSD	0.00	0.00	219,999.13	219,999.13	0 %
294 CARES GRANT - ELEMENTARY & SECONDARY SCHOOLS	0.00	0.00	21,333.47	21,333.47	0 %
295 CARES GRANT - GOVERNOR'S EMERGENCY EDUCATION	0.00	0.00	39,564.41	39,564.41	0 %
296 CRRSA	0.00	0.00	204,804.00	204,804.00	0 %
297 COVID RELIEF - ARP ACT ESSER III	0.00	0.00	305,175.00	305,175.00	0 %
353 RURAL UTILITIES SERVICE	0.00	0.00	7,405.00	7,405.00	0 %
366 SELECT - KLAWOCK	0.00	0.00	17,300.00	17,300.00	0 %
367 ASTRIDE HAIDA & TLINGIT GRANT	0.00	0.00	44,000.00	44,000.00	0 %
368 THRIVE	0.00	2,600.00	586,314.81	583,714.81	0 %
375 TEACHER HOUSING	0.00	12,339.67	110,000.00	97,660.33	11 %
500 KASAAN WOOD FIRE BOILER FIRE	0.00	104,202.05	142,565.64	38,363.59	73 %
502 19-007 THORNE BAY SCHOOL PLAYGROUND	0.00	0.00	91,746.38	91,746.38	0 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 21

Fund	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
504 19-014 TB MAINTENANCE ROOF REPLACEMENT	0.00	-4,346.65	-4,346.65	0.00	100 %
508 19-005 KASAAN K12 PLAYGROUND CONSTRUCTION	0.00	44,043.00	289,395.93	245,352.93	15 %
510 KASAAN TEACHER HOUSING REPLACEMENT	0.00	0.00	122,200.00	122,200.00	0 %
511 AEA LED LIGHTING	0.00	0.00	66,994.38	66,994.38	0 %
536 20-002 HOLLIS K-12 SCHOOL REPLACEMENT DESIGN	0.00	0.00	445,370.90	445,370.90	0 %
600 THE CAFE	0.00	2,000.00	4,450.00	2,450.00	45 %
711 STUDENT AGENCY FUND AGRICULTURE	0.00	2,440.81	0.00	-2,440.81	** %
Grand Total:	361,452.00	2,100,988.65	10,290,248.40	8,189,259.75	20 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 10 / 21

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND	322,789.60	1,361,252.96	6,432,136.00	6,432,136.00	5,070,883.04	21 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	219,492.00	219,492.00	219,492.00	0 %
205 PUPIL TRANSPORTATION FUND	6,226.74	14,061.88	155,262.00	155,262.00	141,200.12	9 %
237 ALASKA PRE ELEMENTARY PROGRAM	10,893.26	24,246.44	149,019.00	149,019.00	124,772.56	16 %
255 FOOD SERVICE FUND	11,606.24	50,066.13	214,461.00	214,461.00	164,394.87	23 %
256 FRESH FRUIT & VEGETABLES	0.00	5,400.00	2,950.00	10,103.00	4,703.00	53 %
260 TITLE I-A BASIC	1,954.36	8,879.55	61,589.00	61,589.00	52,709.45	14 %
261 TITLE I-C MIGRANT	3,000.04	13,830.75	64,939.00	79,939.00	66,108.25	17 %
264 Title IVA INNOVATIVE	0.00	1,643.11	10,000.00	10,000.00	8,356.89	16 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	0.00	17,217.00	17,217.00	17,217.00	0 %
268 TITLE VI-B IDEA	0.00	5,478.45	57,493.00	57,493.00	52,014.55	10 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,334.00	4,334.00	4,334.00	0 %
271 CARL PERKINS	0.00	0.00	15,000.00	15,000.00	15,000.00	0 %
274 TITLE IA SCHOOL IMPROVEMENT	5,045.96	10,709.25	50,000.00	50,000.00	39,290.75	21 %
280 CLSD	0.00	13,545.50	219,999.13	219,999.13	206,453.63	6 %
294 CARES GRANT - ELEMENTARY & SECONDARY	0.00	55.98	21,333.47	21,333.47	21,277.49	0 %
295 CARES GRANT - GOVERNOR'S EMERGENCY	8,635.37	25,906.11	39,564.41	39,564.41	13,658.30	65 %
296 CRRSA	317.92	7,685.97	206,804.00	206,804.00	199,118.03	4 %
297 COVID RELIEF - ARP ACT ESSER III	0.00	340.50	305,175.00	305,175.00	304,834.50	0 %
365 REAP	0.00	5,457.60	7,405.00	7,405.00	1,947.40	74 %
366 SELECT - KLAWOCK	1,931.39	3,711.73	17,300.00	17,300.00	13,588.27	21 %
367 ASTRIDE HAIDA & TLINGIT GRANT	3,749.19	10,650.13	44,000.00	44,000.00	33,349.87	24 %
368 THRIVE	9,482.61	32,159.24	580,709.77	580,709.77	548,550.53	6 %
375 TEACHER HOUSING	178.70	16,193.03	50,000.00	50,000.00	33,806.97	32 %
378 RASMUSSEN GRANT- COFFMAN COVE	-41.17	0.00	0.00	0.00	0.00	0 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 10 / 21

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
500 KASAAN WOOD FIRE BOILER FIRE	0.00	174,466.25	142,565.64	142,565.64	-31,900.61	122 %
501 CIP-DISTRICT MAJOR MAINT	0.00	33,000.00	50,000.00	50,000.00	17,000.00	66 %
502 19-007 THORNE BAY SCHOOL PLAYGROUND	0.00	43,451.00	91,718.87	91,718.87	48,267.87	47 %
508 19-005 KASAAN K12 PLAYGROUND	0.00	203,775.24	287,585.93	287,585.93	83,810.69	71 %
511 AEA LED LIGHTING	0.00	45,564.26	66,994.38	66,994.38	21,430.12	68 %
536 20-002 HOLLIS K-12 SCHOOL REPLACEMENT	0.00	33,965.64	445,370.90	445,370.90	411,405.26	8 %
600 THE CAFE	300.00	1,200.95	2,250.00	2,250.00	1,049.05	53 %
711 STUDENT AGENCY FUND AGRICULTURE	1,846.17	2,273.72	0.00	0.00	-2,273.72	*** %
Grand Total:	387,916.38	2,148,971.37	10,032,668.50	10,054,821.50	7,905,850.13	21 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 21

100 GENERAL OPERATING FUND

Function / Object	Received		Estimated Revenue	Revenue	% Received
	Current Month	Received YTD		To Be Received	
000					
0000					
40 OTHER LOCAL REVENUES	0.10	2,256.40	25,000.00	22,743.60	9 %
47 E-RATE REVENUE	0.00	174,654.40	1,411,471.00	1,236,816.60	12 %
51 STATE-FOUNDATION PROGRAM	361,452.00	1,445,808.00	4,435,612.00	2,989,804.00	32 %
56 TRS On-Behalf	0.00	0.00	280,863.00	280,863.00	0 %
57 PERS On Behalf	0.00	0.00	76,559.00	76,559.00	0 %
150 FEDERAL SOURCES THRU THE STATE	0.00	0.00	280,000.00	280,000.00	0 %
299 PRIOR YEAR PO REVENUE	-0.10	0.00	0.00	0.00	** %
Function Total:	361,452.00	1,622,718.80	6,509,505.00	4,886,786.20	24 %
Org Total:	361,452.00	1,622,718.80	6,509,505.00	4,886,786.20	24 %
Fund Total:	361,452.00	1,622,718.80	6,509,505.00	4,886,786.20	24 %
Grand Total:	361,452.00	1,622,718.80	6,509,505.00	4,886,786.20	24 %

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
621 HOWARD VALENTINE						
100 REGULAR INSTRUCTION	21,254.85	30,759.17	180,240.00	180,240.00	149,480.83	17
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	1,791.74	2,527.68	17,100.00	17,100.00	14,572.32	14
400 SCHOOL ADMINISTRATION	-4,084.98	4,346.84	6,995.00	6,995.00	2,648.16	62
600 OPERATIONS & MAINTENANCE	608.72	20,637.61	47,324.00	47,324.00	26,686.39	43
700 STUDENT ACTIVITIES	0.00	181.95	7,258.00	7,258.00	7,076.05	2
Org Total:	19,570.33	58,453.25	260,417.00	260,417.00	201,963.75	
624 KASAAN						
100 REGULAR INSTRUCTION	15,794.69	32,421.92	253,988.00	253,988.00	221,566.08	12
160 VOCATIONAL ED INSTRUCTION	0.00	239.32	1,500.00	1,500.00	1,260.68	15
200 SPECIAL EDUCATION INSTRUC	552.87	702.61	7,418.00	7,418.00	6,715.39	9
400 SCHOOL ADMINISTRATION	786.11	1,620.79	6,995.00	6,995.00	5,374.21	23
600 OPERATIONS & MAINTENANCE	1,830.94	8,302.14	28,840.00	28,840.00	20,537.86	28
700 STUDENT ACTIVITIES	0.00	0.00	1,562.00	1,562.00	1,562.00	0
Org Total:	18,964.61	43,286.78	300,303.00	300,303.00	257,016.22	
625 NAUKATI						
100 REGULAR INSTRUCTION	13,469.44	28,029.31	197,431.00	197,431.00	169,401.69	14
160 VOCATIONAL ED INSTRUCTION	300.00	300.00	1,500.00	1,500.00	1,200.00	20
200 SPECIAL EDUCATION INSTRUC	2,882.64	3,228.98	28,628.00	28,628.00	25,399.02	11
400 SCHOOL ADMINISTRATION	1,524.22	2,648.91	11,508.00	11,508.00	8,859.09	23
600 OPERATIONS & MAINTENANCE	688.79	14,070.66	72,737.00	72,737.00	58,666.34	19
700 STUDENT ACTIVITIES	166.40	166.40	6,890.00	6,890.00	6,723.60	2
Org Total:	19,031.49	48,444.26	318,694.00	318,694.00	270,249.74	
628 THORNE BAY						
100 REGULAR INSTRUCTION	42,275.26	83,161.15	456,919.00	456,919.00	373,757.85	18
160 VOCATIONAL ED INSTRUCTION	138.33	363.33	9,304.00	9,304.00	8,940.67	3
200 SPECIAL EDUCATION INSTRUC	16,355.50	23,103.25	126,850.00	126,850.00	103,746.75	18
400 SCHOOL ADMINISTRATION	11,830.73	23,721.33	161,833.00	161,833.00	138,111.67	14
450 SCHOOL ADMIN SUPPORT SRVC	4,135.64	11,467.01	53,713.00	53,713.00	42,245.99	21
600 OPERATIONS & MAINTENANCE	4,880.23	48,843.93	252,469.00	252,469.00	203,625.07	19
700 STUDENT ACTIVITIES	77.85	5,074.05	39,528.00	39,528.00	34,453.95	12
Org Total:	79,693.54	195,734.05	1,100,616.00	1,100,616.00	904,881.95	
632 WHALE PASS						
100 REGULAR INSTRUCTION	20,536.74	34,321.15	206,548.00	206,548.00	172,226.85	16
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	5,853.57	6,954.38	55,030.00	55,030.00	48,075.62	12
400 SCHOOL ADMINISTRATION	940.01	1,726.66	6,995.00	6,995.00	5,268.34	24
600 OPERATIONS & MAINTENANCE	839.65	12,230.48	28,160.00	28,160.00	15,929.52	43
700 STUDENT ACTIVITIES	166.40	166.40	4,561.00	4,561.00	4,394.60	3
Org Total:	28,336.37	55,399.07	302,794.00	302,794.00	247,394.93	
649 DISTRICT WIDE						
100 REGULAR INSTRUCTION	3,364.21	21,386.43	67,212.00	64,212.00	42,825.57	33
140 CORRESPONDENCE INSTRUC	0.00	3,239.49	126,765.00	126,765.00	123,525.51	2

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
160 VOCATIONAL ED INSTRUCTION	3,000.00	3,000.00	0.00	3,000.00	0.00	100
220 SPED SUPPORT SRVCS-STUDNT	2,657.50	5,668.70	162,416.00	162,416.00	156,747.30	3
300 SUPPORT SERVICES-STUDENTS	1,771.66	3,543.32	0.00	0.00	-3,543.32	***
352 LIBRARY SERVICES	0.00	0.00	4,000.00	4,000.00	4,000.00	0
353 Technology	8,553.18	255,762.86	1,603,102.00	1,603,102.00	1,347,339.14	15
354 INSERVICE	0.00	2,161.50	3,500.00	3,500.00	1,338.50	61
400 SCHOOL ADMINISTRATION	1,233.61	3,852.38	17,626.00	17,626.00	13,773.62	21
511 BOARD OF EDUCATION	6,475.48	20,211.09	94,546.00	94,546.00	74,334.91	21
512 OFFICE OF SUPERINTENDENT	21,321.28	72,365.23	314,071.00	314,071.00	241,705.77	23
550 DISTRICT ADMIN SUPRT SRVC	14,365.55	164,983.25	254,953.00	254,953.00	89,969.75	64
600 OPERATIONS & MAINTENANCE	40,347.99	307,118.54	740,791.00	740,791.00	433,672.46	41
700 STUDENT ACTIVITIES	3,694.27	8,364.33	68,122.00	68,122.00	59,757.67	12
900 OTHER FINANCING USES	0.00	0.00	52,500.00	52,500.00	52,500.00	0
Org Total:	106,784.73	871,657.12	3,509,604.00	3,509,604.00	2,637,946.88	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	21,424.01	35,096.55	234,824.00	234,824.00	199,727.45	14
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	1,618.04	1,800.80	109,355.00	109,355.00	107,554.20	1
400 SCHOOL ADMINISTRATION	1,054.97	1,566.15	9,250.00	9,250.00	7,683.85	16
600 OPERATIONS & MAINTENANCE	1,017.61	4,352.35	47,885.00	47,885.00	43,532.65	9
700 STUDENT ACTIVITIES	166.40	471.01	6,983.00	6,983.00	6,511.99	6
Org Total:	25,281.03	43,286.86	409,797.00	409,797.00	366,510.14	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	23,190.23	38,628.43	170,210.00	170,210.00	131,581.57	22
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	6,995.00	6,995.00	6,995.00	0
600 OPERATIONS & MAINTENANCE	1,937.27	4,867.64	50,384.00	50,384.00	45,516.36	9
700 STUDENT ACTIVITIES	0.00	1,495.50	822.00	822.00	-673.50	181
Org Total:	25,127.50	44,991.57	229,911.00	229,911.00	184,919.43	
Fund Total:	322,789.60	1,361,252.96	6,432,136.00	6,432,136.00	5,070,883.04	21 %
Grand Total:	322,789.60	1,361,252.96	6,432,136.00	6,432,136.00	5,070,883.04	21 %



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

October 26, 2021 Board Report Written on 10/20/21 Sherry Becker, Superintendent

Vision: Students are equipped to realize their dreams and aspirations.

Mission: Together we will foster student skills to achieve their goals and adapt to an ever-changing world.

It has been quite some time since our School Board has met so this document will cover a bit more information than usual. It is my hope that the information will be beneficial to not only our School Board members but for all SISD stakeholders. These are our students, their parents, our staff and community members.

PEAKS Assessment Results - 2020-21 State testing results have been received by SISD and have been distributed to teachers and parents. State and Districtwide results are included as part of the Board packet along with the State of Alaska Press Release dated 9/7/21. A Parent Guide to Student Reports should have been made available to all SISD parents. If not, parents can ask their child's teacher for a copy of this document.

The Alaska innovative assessment system is attached for your review. This document outlines the state's plans for a new state assessment that will be used in conjunction with our interim MAP Growth data. Attached you will also find the Alaska's Summative Assessments Facts sheet as well as a FAQ sheet. Please reach out to me should you wish to discuss this information in more detail.

American Rescue Plan (ARP) Act Mitigation and Prevention Plan - as of date of this report, only two requests have been made regarding our current American Rescue Plan (ARP) Act Mitigation and Prevention Plan. This plan was approved by the Board on 9/3/21. These two requests will be discussed during the Board Work session on 10/26 @ 4:30pm.

AK-TRAILS Correspondence/Homeschool Program - Enrollment for AK-TRAILS is currently at 15 students however, some of these students enrolled after the first day of count so they do not count as a full FTE student for funding purposes. We originally budgeted for a total of 30 students. This is the second year for the SISD AK-TRAILS Correspondence/Homeschool program and a lot of planning is still in process as we learn more from students, teachers, and parents. This program had 7 students enrolled at the end of the 2020-21 school year. We are making progress and we continue to look forward to hearing from our homeschool students/parents on how we can improve.

Superintendent Activities - Many meetings were attended over this last month including: SISD Admin, SISD Curriculum Team, SISD Leadership Team, DHSS School Health ECHOs, POW Medical Stakeholders Meetings, SERRC Board of Directors Meeting, ASA Region D meeting and Superintendent Monthly Collaboration, Advisory School Council meetings - stakeholder input, ASA - Alaska Superintendents Annual Fall Conference, Alaska Student Activities Association Meeting, Coaches Handbook review/update

meetings, AK DEED Child Nutrition Program Administrative Review, Elevate Virtual Conference - Oct 5, Teacher Handbook Update, SISD Community Service Projects meeting, etc. That is a LOT of time sitting in a chair! We have some incredible educators and the leadership team that works behind the scenes has spent numerous hours in these meeting to ensure that our students and educators have all they need to be successful. Thank you to each of you for your dedication!

COVID Testing Grant and CLIA Waiver - Pending SISD School Board approval: student and staff COVID testing.

Many school districts throughout Alaska have begun screening students and staff for COVID. Alaska Department of Health and Human Services (DHSS) is providing free testing kits and PPE to school districts and other entities. SISD has recently applied for and has been approved for a Clinical Laboratory Improvement Amendments (CLIA) waiver to provide voluntary COVID tests for students and staff. Students will ONLY be tested if written parent/guardian permission is received, and staff will be tested on a voluntary basis. The DHSS is also providing grants to school districts that plan to start testing in schools. The grant funds will be used for a variety of purposes but most importantly, to provide training for staff at each of our 7 schools to administer the tests, and to read and report results to the DHSS. This will save both time and money for our staff and our families. Currently, our student athletes, coaches, chaperones, etc. must test prior to traveling for a sporting event off island. SISD has a contract with SEARHC to pay for these tests so that it is not an additional burden on our students and their families. Being able to test students and staff will decrease the amount of time students will miss from school due to travel to and from SEARHC and decrease the amount of time staff will miss from teaching their students. If a student or staff member comes to work and has symptoms, instead of being sent home for 10-14 days, they can be tested on the spot. Test results will be received within 20 minutes and reported to the individual being tested and their family as well as DHSS.

District-Wide Position finally filled!!! SISD is thrilled to announce that Shane Williams will be our new district-wide food services coordinator. Shane has already jumped in to his training and will be working with cooks district-wide to ensure that the quality and quantity of our breakfasts and lunches meet federal guidelines. Shane is currently working with the Superintendent in completing our annually required food service operations observations in preparation for the annual audit in January that is required by the state.



Inservice - Oct. 10, 2021 - Thank you to Amy McDonald and Deidre Jenson for planning and running our October 10, 2021 staff Inservice. Beth Buchanon presented to both SISD and KCS D staff on the topic of Neuroscience and Trauma Responsive Training. This was a very successful event!

Edna Bay Visit - Oct. 15 - We are so excited that we were able to visit with the parents and children in Edna Bay. The visit included the superintendent, one of the AK-TRAILS teachers, Cassandra Christopherson, and our Maintenance Director, Branzon Anania. Edna Bay Mayor Tyler Poelstra invited us out to talk with the community members about educational options for their children. Edna Bay has approximately 50 residents and we met at least 9 children and their parents during our visit. Most children were grades K-5 age and a few were toddlers 2 - 5 years old. We had great conversations with the community members, and they seemed happy to hear about the AK-TRAILS program. One family with 4 children enrolled in AK-TRAILS during our visit. This is so exciting for SISD and we are looking forward to working with the children and families of Edna Bay. During our visit, we met a few of the other community members, including the Edna Bay library tech, Sue Crew. The Edna Bay Community Library uses the elementary wing of the two-room school. The City of Edna Bay utilizes the high school

wing. During our visit, we were able to determine the condition of the school and the teacher housing unit. Thank you to the Edna Bay residents who have been taking great care of the school during its closure. Last but certainly not least, a huge thank you to our boat captain Jay Kohn. He got us from Naukati to Edna Bay safely, and even shared his lunch! Thank you to his wife, Terri Kohn for her exceptional cooking skills and for making enough to share!

The Alaska Alexander Archipelago Tongass and Tidal Science Academy (AAATTSA) (presented by Julia Trischman)

AmeriCorps - The AmeriCorps Resilient Alaska Youth AmeriCorps (RAY) Program works to address high suicide rates and substance abuse in Rural Alaska through a positive youth development program. AmeriCorps partners with rural tribal governments, schools, and non-profits to provide a locally-recruited, paid position that works with youth in the community. This position facilitates youth learning, growth and resilience through in-school, afterschool, and out-of-school programming. This position is at no cost to the partner organization (SISD). SISD currently has 3 year-round AmeriCorps RAY positions, and these are Sabrina Marconi and Denae Carson in Hollis and Maria Lineker in Kasaan. Both Maria and Sabrina are starting their second year with SISD. Maria was in Thorne Bay this past year. There is currently an opening for an AmeriCorps RAY position in Coffman Cove. Let us know if you are interested in learning more about this wonderful opportunity!



SISD Ag Program - Last but certainly not least.... A huge thank you to Loni and Peter Nguyen for their generous donation of a 7 Day/6 Night 3-Bedroom Condo at the Worldmark Windsor Resort in Sonoma County California. This was a raffle to benefit the SISD Island Fresh Student Enterprises and the district ag program. The SISD Ag Program Vacation Raffle was held on September 30, 2021 at 12pm. The winner of the raffle was Korrisa Oatman. Congratulations Korrisa and family - enjoy the California sunshine!



Saying Goodbye Sadly - It is with a sad heart that we have to say goodbye to our amazing volunteers in Coffman Cove. Loni and Peter Nguyen have brought so much to our school district and they will be missed. Thank you for all of your hard work and for your dedication to the SISD ag program.



FOR IMMEDIATE RELEASE

September 7, 2021

DEED Releases 2021 Statewide Assessment Results

Low participation rates due to COVID-19 warrant caution comparing results to prior years

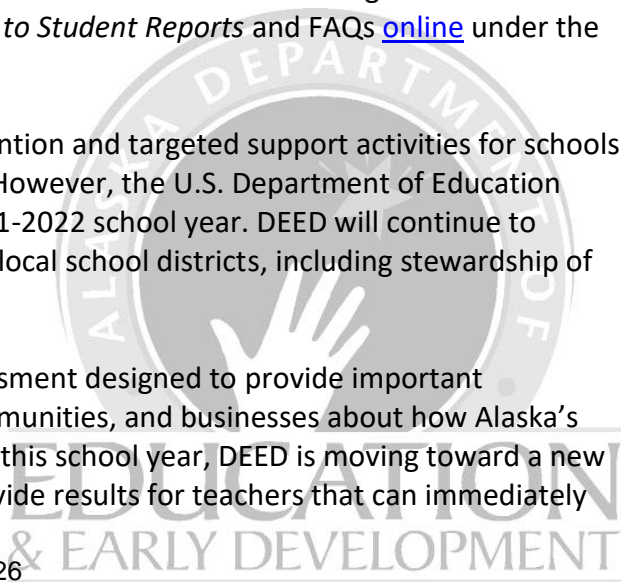
JUNEAU – Tuesday the Department of Education and Early Development (DEED) released statewide, district, school, and subgroup level results from the 2021 administration of the Performance Evaluation for Alaska’s Schools (PEAKS) assessment. These results are now available online. School districts have until September 30 to distribute student-level reports to parents and educators.

Approximately 44,400 students participated in the Spring 2021 administration of PEAKS. That is about 64% of students enrolled in the test grades of 3-9. DEED extended flexibilities including extending the testing hours to evenings and weekends, reducing reporting requirement, and extending the testing window by a week to help schools safely assess as many students as possible given the mitigation practices in place to reduce the transmission of COVID-19. Even with these flexibilities, participation rates varied significantly from district to district and among demographic categories.

Given the low overall participation rate and the high variability in participation among student groups, DEED cautions against comparing 2021 PEAKS data to previous years at the statewide level. The results are still valuable for assessing performance at the school and individual student levels. Parents and educators can use individual student data from PEAKS, along with other local assessments, to inform decisions about instructional needs during the 2021-2022 school year. DEED has published a *Parent Guide to Student Reports* and FAQs [online](#) under the “results” tab.

Typically, summative assessments guide intervention and targeted support activities for schools as directed by the Every Student Succeeds Act. However, the U.S. Department of Education waived accountability requirements for the 2021-2022 school year. DEED will continue to support ongoing school improvement efforts in local school districts, including stewardship of federal COVID relief funds.

PEAKS has been the statewide summative assessment designed to provide important data for parents, educators, policy makers, communities, and businesses about how Alaska’s schools and districts are performing. Beginning this school year, DEED is moving toward a new approach to statewide assessment that will provide results for teachers that can immediately



inform instruction, will better display student growth and needs, and align with interim assessments administered independently by most of Alaska’s school districts.

PEAKS results are available on [DEED’s Assessment Results webpage](#).

###

*The Alaska Department of Education and Early Development provides information, resources, and leadership to support over 130,000 students in 505 public schools across the state of Alaska. The mission of the department is to ensure an “**Excellent Education for Every Student Every Day.**”*

Media Contact: [Grant Robinson](#), Public Information Officer, (907) 500-4983

Alaska innovative assessment system

A connected approach: Bridging MAP Growth interim assessments and the annual summative

As part of its commitment to improving student learning, the Alaska Department of Education and Early Development (DEED) is partnering with NWEA® starting in fall 2021 to implement a creative approach to balanced statewide assessment that better reflects learning throughout the school year and helps educators target instruction to students' individual needs.

This first-of-its-kind balanced approach connects fall and winter MAP® Growth™ interim assessments and the Alaska spring summative assessment to provide a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning.

The Alaska innovative assessment system is designed to streamline the testing experience for grades 3–9 in the areas of English language arts (ELA) and mathematics. In the first year of implementation (2021–22), districts will administer MAP Growth in fall, winter, and spring so research studies can be conducted to support the production of MAP Growth scores (RIT scores) by the summative test starting in the following year (2022–23). In the second year of implementation (2022–23), testing events are reduced to two MAP Growth interim assessments in the fall and winter, and the on-grade adaptive summative test in the spring, which will also produce RIT scores.

Districts that use MAP Growth in grades K–2 will enjoy the connectivity afforded with the Alaska innovative assessment system in grades 3–9, given that the system utilizes MAP Growth. Monitoring growth from second to third grade via MAP Growth scores could be particularly useful for district efforts to support students in becoming proficient in reading by grade 3.



At a glance:

The Alaska innovative assessment system connects fall and winter interim (MAP Growth) assessments with the spring summative test.

Grades:
3–9

Content areas:
English language arts (ELA);
mathematics

Initial implementation year:
2021–2022

Alaska innovative assessment system

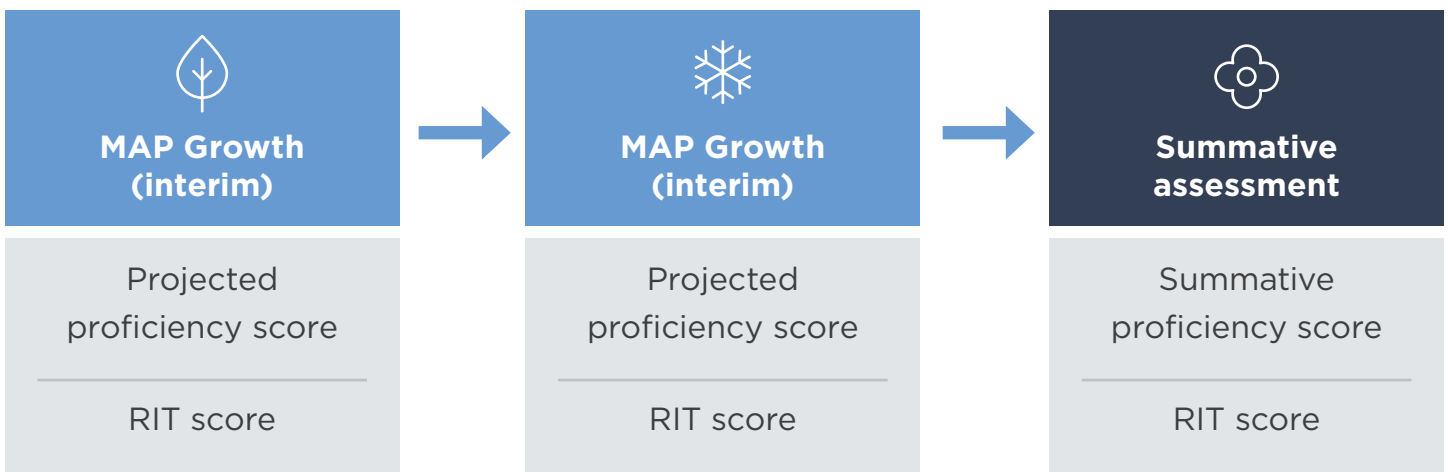


Image reflects the system in 2022–23, following research studies conducted in the initial implementation year (2021–22).

Professional learning and resources for informed instructional decisions

The Alaska innovative assessment system will support educators in making data actionable and advancing effective instructional practices. Virtual, onsite, and self-directed professional learning and resources are designed to help Alaska educators take informed action and improve student outcomes. Professional learning promotes assessment literacy and enables educators to hone formative instructional practices with a focus on using data from multiple sources to inform decisions and provide differentiated and personalized learning.

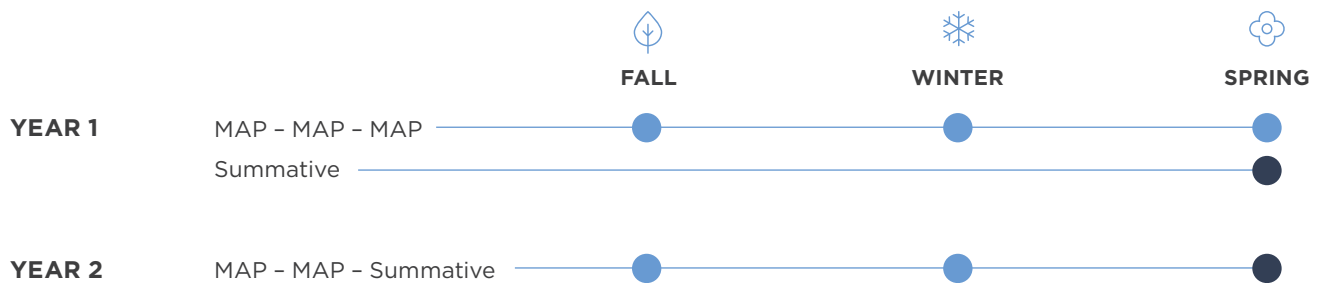
In addition, a resource describing the range of skills within and across achievement levels for each Alaska standard will help educators connect instruction to Alaska’s grade-level standards so every student can have the opportunity to learn and be held to high expectations throughout the year.

The Alaska innovative assessment system will:

- **Streamline testing and maximize efficiency.** A connected system provides a more seamless experience between interim and end-of-year assessments for students and educators and reduces testing events (starting in 2022-23).
- **Increase coherence** across interim and end-of-year tests so educators can drive students toward consistent, challenging learning targets.
- **Help to amplify student learning.** Alaska’s innovative assessment system will give educators, students, and parents meaningful insights on student strengths and areas of need to support students in reaching their highest academic potential.
- **Increase opportunity for students and schools to show growth.** Fall-to-spring and year-to-year growth data, along with access to normative data, are available to both districts and DEED. Within-year growth data enables all students and educators to show and celebrate growth and provides districts with a more complete view of school performance as they work to ensure equitable educational rigor and resources for all Alaska students.

Implementation timeline

During the first school year (2021-22), districts administer MAP Growth interim assessments for grades 3-9 reading, language usage, and math in fall, winter, and spring, and a new on-grade adaptive summative assessment in the spring for English language arts (ELA) and mathematics. Starting the second year (2022-23), districts administer MAP Growth interim assessments for grades 3-9 in fall and winter and an on-grade adaptive summative assessment that also produces RIT scores in the spring.



Information produced by Alaska innovative assessment system

WHAT	WHEN
Grade-independent RIT scores to illustrate student learning level/needs	Fall, winter, spring
Norm-referenced fall-to-spring growth measure (based on RIT)	Fall, winter, spring
Projected proficiency scores	Fall, winter
Summative proficiency scores for accountability	Spring



NWEA and MAP are registered trademarks, and MAP Growth is a trademark, of NWEA in the US and in other countries. The names of other companies and their products mentioned are the trademarks of their respective owners.

Alaska's Summative Assessments

The FACTS:

The **purpose of a summative assessment** is to evaluate student learning at the end of an instructional unit, like a school year. Summative assessment is a chance for students to demonstrate the skills and knowledge they have acquired over a school year. Alaska's statewide summative assessments are administered in grades 3-9 in math and English language arts (ELA) and in grades 5, 8, and 10 in science.

A statewide summative assessment is important for three reasons. First, these assessments provide information for parents, educators, policy makers, the community, and businesses about how Alaska's schools and districts are performing. Second, results from the assessments provide information to help all schools improve. Third, information from statewide assessments helps to ensure there is equity in education for all students. DEED's mission is to provide an excellent education to every student every day.

The summative assessment Alaska administers is called Performance Evaluation for Alaska Schools, or PEAKS. The PEAKS assessments are intended to measure the skills and concepts in the [Alaska English Language Arts and Mathematics Standards](#) adopted in 2012. The ELA and mathematics content assessments contain questions to measure Alaska's college-and-career-ready standards. The science content assessment measures concepts of the [K-12 Science Standards for Alaska](#) (<https://education.alaska.gov/standards/science>) adopted in 2019.

Alaska partners with Data Recognition Corporation (DRC) to administer PEAKS. DRC provides test items from their college- and career-ready item bank, a secure test engine, a test administration portal, and customer service to assist districts and schools in implementing technology.



Resources to help students and educators prepare for PEAKS are available. Online Tools Training (OTT) and Student Tutorials are available to aid students and teachers in preparing for the computer-based assessment. The purpose of the OTT and Student Tutorials is to familiarize students with the testing platform and to give them an opportunity to experience the computer-based test environment and practice using the technology. For students taking the paper-based assessment, grade-level specific item samplers are available for each content area. These item samplers provide examples of items that students may encounter when taking the assessment. The item samplers, information about the OTT and Student Tutorials, and an Educator Guide to Student Preparation are all available on the [Student Preparation webpage](#).

The ELA assessment contains a Text-Dependent Analysis (TDA) item in which students will formulate a written response based on a prompt using specific evidence from a set of reading passages. TDA resources for educators can be found on the [PEAKS webpage, Text-Dependent Analysis \(TDA\) tab](#).

Student supports for students with disabilities and English learners are provided. Student supports are available for the PEAKS and Alaska Science assessments. For more information about allowable tool for all students as well as accommodations, please refer to the *Participation Guidelines for Inclusion of Students in State Assessments, July 2020* and the *Handbook for the Participation Guidelines* available on the [DEED Accommodations webpage](#).

DEED values educator's input and expertise. Alaska educators from all districts were invited to participate in an alignment study that ensures the alignment of the assessment to the ELA and math standards, as well as review and approve items created specifically for Alaska as part of the PEAKS science assessment.

More information about Alaska's summative assessment can be found on the [PEAKS webpage](#)

Types of Assessments

Summative Assessment: designed to provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as to: 1) reach an evaluative judgment about the effectiveness of a recently concluded educational program; 2) arrive at an inference about a student's mastery of the curricular aims sought during an in-class instructional sequence; 3) determine a grade for a course; or 4) meet local, state, and federal accountability requirements. Assessments referred to as summative can range from large-scale assessment systems, such as the annual assessments administered across the state, to district-wide assessment systems or tests, to classroom summative tests created by teachers. These tests are also called "outcome assessments."

Interim Assessment: typically administered periodically throughout the school year to fulfill one or more of the following functions: 1) predictive (identifying students' readiness for success on a later high-stakes tests); 2) evaluative (to appraise ongoing educational programs); and 3) instructional (to supply teachers with individual student performance data). The tests are also called "benchmark," "interim benchmark," or "common."

Universal Screening Assessments: periodically conducted, usually two or three times during a school year, to identify students who may be at risk, to monitor student progress, or to predict students' likelihood of success on meeting or exceeding curricular benchmarks. Universal screening tests are typically brief and conducted with all students at a particular grade level. They focus on target skills (for example, phonological awareness) that are highly predictive of future outcomes. These assessments are used along with other information to identify students who need more frequent or intensive opportunities to learn a skill.

Formative assessment: a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended

instructional outcomes. The critical features of effective formative assessment include: 1) clearly identified learning goals and criteria for success; 2) clearly articulated sub-goals and learning progressions; 3) evidence of learning elicited during instruction; 4) descriptive feedback provided to students and self; and 5) peer-assessment.

Definitions from "Distinguishing Formative Assessment from Other Educational Assessment Labels" CCSSO Formative Assessment for Students and Teachers (FAST) State Collaborative, 2012



FAQs about Alaska's Summative Assessments



Why does Alaska give statewide summative assessments?

First, we want to be able to inform parents, educators, policy makers, the community, and businesses how our schools and districts are performing. Second, the information from the assessments can be used to help determine school improvement efforts. Third, we want to ensure there is equity in education for all students. The mission of the Alaska State Board of Education & Early Development is to provide an excellent education to every student every day.

What are summative assessments?

A summative assessment is given at the end of an instructional period to measure how well students have learned the content. These statewide summative assessments in English language arts, mathematics, and science are given close to the end of the school year.

When are the assessments given to students?

The summative assessments, called the Performance Evaluation for Alaska's Schools, or PEAKS, and the Alaska Science Assessment are administered each spring. A test window calendar is available on the [PEAKS webpage](https://education.alaska.gov/assessments/peaks) (<https://education.alaska.gov/assessments/peaks>).

How are Alaska educators involved in developing the assessments?

Alaska educators have been involved in the development of the PEAKS achievement level descriptors and the process called standards setting to determine the scores for the ELA and mathematics assessments. As early as the spring of 2019, educators will be invited to participate in the review and development of new Alaska owned items.

What grades participate in the assessments?

The PEAKS assessments are administered to all students in grades 3-9 in English language arts and mathematics. The Alaska Science Assessment is administered to students in grades 4, 8, and 10.

I am a teacher. How can I prepare my students for the assessments? Can students study for the test?

The most effective way to prepare students for the assessments is to ensure that the Alaska English Language Arts and Mathematics Standards are being utilized in your instruction. Materials available on the DEED website include information regarding the format of the standards, resources that support effective strategies, as well as resources that help educators evaluate instructional materials. Student preparation resources are also available for educators to assist students in becoming familiar with the format of the assessments: both computer-based and paper-based. For more information, please visit the [PEAKS and Alaska Science Student Preparation webpage](https://education.alaska.gov/assessments/peaks/StudentPreparation) (<https://education.alaska.gov/assessments/peaks/StudentPreparation>).

I am a parent. How can I support my student in performing well on the assessments?

Be sure that your student has nourishment and a good night's sleep before the tests. Encourage your student to do his or her best on the test, but to understand that it will not affect his or her grades in the classroom.

What types of questions do the assessments have?

The summative tests will include a variety of item types, including traditional multiple choice, non-traditional multiple choice formats such as "choose all that apply," technology-enhanced and technology-enabled items such as plotting points on a graph or number line, selecting a response from a drop-down list, items with drag and drop functionality, or text-dependent analysis.

Do students with disabilities and students who are English learners take this assessment?

Yes. This test is designed using a process called “universal design.” The goal of universal design is to maximize student access and allow students to demonstrate their understanding of the content. Specific accommodations for students with disabilities and students who are English language learners will be available. *A testing accommodation is a change made to ensure that information obtained from a test is an accurate reflection of what the test is intended to measure, rather than a measure of the student’s disability.*

What test-taking tools and accommodations are allowed on the assessments?

There are many universal features that are provided on the computer-based assessment, such as highlighting, magnification, color overlay, color contrast, masking, etc., that are available to all students. Text-to-Speech (TTS) is an accommodation available to students with documented need. TTS is embedded in the test platform and allows students to start, stop, and replay computer audio what a student sees on the.

Accommodations available for students taking the paper-based are the same as for the computer-based assessment but are delivered in an alternate format. For instance, students needing text-to-speech assistance have audio CDs or a human read aloud to read questions and answer choices is available.

More information about test taking tools and allowable accommodations is available on the [DEED’s accommodations webpage](https://education.alaska.gov/assessments/accommodations) (<https://education.alaska.gov/assessments/accommodations>).

Who is DRC? Where are they located? What experience do they have in administering statewide assessments?

Data Recognition Corporation (DRC) is located in Maple Grove, Minnesota. DRC currently works with ten states, including Alaska, and has proven experience in delivering online assessments. DRC is also the current test vendor for the WIDA consortium and their assessment, ACCESS for ELLs, which includes 39 states, territories, and education agencies.

DRC and DEED previously worked together in a positive and collaborative partnership to administer the Standards Based Assessments (SBAs) from 2005 – 2015.

What kind of computers are used by students for the computer-based assessments?

The test delivery engine is supported on desktops (Windows, Mac & Linux), laptops, and tablets.

What if my school isn’t ready to do a computer-based assessment? What if my school or district does not have the infrastructure to support computerized testing?

Districts and schools can choose to administer either the computer-based assessment or the paper-based assessment.

DRC also provides technology support to districts. DRC has developed an assessment engine that is Internet-based so that schools do not need to constantly download new software. Student responses are stored instantly, which negates the need to retake the test if there is a power outage or other disruption. DRC also provides for, and recommends, the use of a Central Office Service Device (COS), which Alaska schools can download and install within a school’s network. Using COS will reduce bandwidth usage when internet connectivity is limited and allow schools to test more students concurrently. The COS is supported on Windows, Mac, and Linux OS versions.

How can I find out more information about the PEAKS and Alaska Science assessments?

There are ample resources for educators, parents, and students on the [PEAKS webpage](https://education.alaska.gov/assessments/peaks) (<https://education.alaska.gov/assessments/peaks>). This webpage is regularly updated throughout the year.

Why Should My Child Take the State Assessment?

What is my child tested on in the spring?

Each spring, schools give the statewide assessments in English language arts (ELA) and mathematics to students in grades 3 – 9 and science in grades 5, 8, and 10. This test provides students the opportunity to show their understanding of important skills in these subject areas at their grade level.

Why is assessment important in my child's education?

There are five essential questions that we ask (and answer) in regard to student learning every day in our classrooms:

1. What do we want our students to know and do? (Effective statewide standards)
2. How will we teach them? (Effective local curriculum and instruction)
3. How will we know if they learned it? (Effective assessment)
4. What will we do if they do not learn it? (Effective intervention)
5. What will we do if they already know it? (Effective enrichment)

Effective assessment is the bridge between teaching the standards and ensuring that support is available for all students. It is a key part of student learning, and everything we do should work toward this goal.

How is this assessment meaningful for my child?

The statewide assessment is a *summative* assessment, which is just one piece of a balanced assessment system. Summative assessments are designed to give information on a student's understanding of the state's English language arts, mathematics, and science standards. When administered over multiple years, this assessment is even more meaningful because it informs you on how far your child has progressed in their learning.

Why does DEED give a statewide assessment?

First, we want to be able to inform parents, educators, policy makers, the community, and businesses how our schools and districts are performing. Second, after we have determined how our schools are performing, we want to identify schools in the most need of school improvement efforts. Third, we want to ensure there is equity in education. Our mission is to provide an excellent education to every student every day.

What assessment will my student take in the spring?

DEED administers the following required assessments:

- Performance Evaluation for Alaska's Schools (PEAKS): students in grades 3-9 in English language arts (ELA) and mathematics; students in grades 5, 8, and 10 in science
- Dynamic Learning Maps (DLM): for students with significant cognitive disabilities take DLM instead of PEAKS, students in grades 3-9 in English language arts (ELA) and mathematics and students in grades 4, 8, and 10 in science
- ACCESS for ELLs: students identified as English Learners in grades K-12



Why is it important for my child to participate in the statewide assessment?

Educators make decisions locally about how to teach Alaska's standards. With this in mind, the summative assessment is a standardized way to determine how well your child's school and district are performing. Also, at the state level, we invest over a billion dollars in public education each year, and the citizens of Alaska have a right to know if that money is contributing to increased learning for students.

Parents have the right to make educational decisions for their child, including whether to participate in statewide testing. Please check with your district for more information.

More information can be found on the department's [Assessment webpage](https://education.alaska.gov/assessments) (<https://education.alaska.gov/assessments>). We also encourage you to view DEED's video on [Assessments: Why Are They Important?](https://vimeo.com/193465985) (<https://vimeo.com/193465985>).

Thorne Bay School



*1010 Sandy Beach Road
Thorne Bay, AK 99919
(907) 828-3921*

Home of the Wolverines!

10/08/2021

It is hard to believe that we're almost to the end of our first quarter! There are so many highlights, it's hard to choose just one.

Preschool: Our youngest students have been reviewing their numbers and letters and learning about kindness and sharing!

K-1: Number line fun has been a real hit in this classroom!

2-4: Students enjoyed a round of "And Then" (each adding to a story made up on the spot!)

5-6: This classroom is full of budding composers who create songs using the vocabulary terms of the day!

7-8: Students are engaged in an elective where they create an individual finished product, from beginning to end! Topics include photography and survival skills.

9-12: The students have made blueberry jelly, pickled bull kelp, and apple fritters in their recent culinary unit!

The staff have been busily making classes engaging and stimulating for the students. Much thought has been put into electives this year in an effort to personalize the students' instruction to their interests.

Our MAP window has closed and I-Ready students are moving from the diagnostic phase into the instructional phase. Education teams will be reviewing data and formulating student-centered goals. In parent teacher conferences, this data will be reviewed with parents.

Our cross country team has finished their season with many of the elementary students winning ribbons and several of the high school students setting new personal records. We are thankful for our AD and coach, Aly Howell, for making this possible, along with her army of staff and parent volunteers!

We are also looking forward to our Fall Harvest Festival, slated for October 28th! We are happy to be regaining a sense of normalcy.

We held our first ASC meeting where Superintendent Becker reviewed ASC protocol and responsibilities. New roles were taken on and we're looking forward to a new year of supporting the school and community together.

We are certainly grateful for our staff, students, and community and for all they teach us as we grow together!

Joanna Schneider
for Thorne Bay School



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Board Report
October 19, 2021
Deidre Jenson

Area Principal

The school year started off very busy with staff shortages, covid cases, and virtual learning. Unfortunately, in-service for teachers needed to be held virtually as well, which gives us all a renewed taste of the importance of in-person learning. All the challenges, however, were superseded by the busy hum of excited students back to school!

On-Island Outer-site Schools

Site visits have been made to all the schools and it's so good to see students engaging with staff and educational content, as well as with each other.

Benchmark Assessments

Schools have completed the Fall benchmark assessments with MAP (Measures of Academic Progress) as well as i-Ready (Diagnostics for Reading and Math). Professional development for teachers on November 5th will incorporate reading those results and developing learning plans for students.

Curriculum

Strawberry DNA extraction kits were ordered last year by the science committee and have been sent to each site. Science workbooks from Open Educational Resources were also selected by the science committee last year and we are in the process of ordering these. There is a free online component that aligns with this curriculum. Leisure reading books have also been sent to every site for them to distribute in a manner that their site chooses; learning fairs, game prizes, gifts, behavior or learning rewards, etc. The curriculum committee is looking at the curriculum review schedule. Currently, the Technology, Social Studies, and Health/PE committees are scheduled to be developed and the content and needs reviewed by these committees this school year.

***Barry C Stewart Kasaan School:** Kasaan students started school a week later and have scheduled their make-up days on 10/29/21, 11/12/21, 4/15/22, 5/20/22. Two teachers are busy in Kasaan this year; Mike Congdon and Karen Freese. Karen is primarily with the elementary students and Mike is primarily with the MS/HS students. During Health, the students are studying healthy balanced lifestyles as well as learning to persevere through challenges and hard things. They are using the block schedule to leave Thursdays for electives. They are learning ceramics half of the day and small engine repair the other half, using the Thorne Bay shop area. While they are in Thorne Bay, they take the opportunity to use the gym for some PE time. Naukati is going to join them for a few weeks to participate in their ceramic's lessons. Kasaan students are starting MS basketball this fall as well.

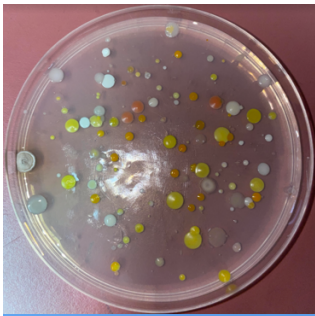
***Hollis School:** Hollis's students started a week later than anticipated and will be making those days up on 11/12/21, 2/4/22, 4/15/22, 5/20/22. Hollis is the only site that has *both* teachers returning to their same school this year, Lisa Cates and Julie Vasquez. The dynamic duo now has 20 students in grades PreK-12. Establishing community norms is a common theme at the beginning of the year for most schools and is a focus for Hollis school to create a productive learning climate for all their students. Hollis really focuses on place-based learning. They have adopted the Half Mile Creek through the stream adoption project working

with local biologists. Students will learn how to monitor the health of the stream and why that is important. They are also researching and designing a sustainable plan for care for the many new miniature rabbits that were donated to the school. If others would like to help care for some, they have plenty to share, but would welcome volunteers at the school as well. A community member donated 50 pounds of salmon and students are learning to process that, as well as planning to process deer in the near future. High school students are working on research and presentation, which you will see the evidence of during the board meeting. They have a new PreK teacher doing a fabulous job, and their amazing cook, Karen, is doing a great job completing the appropriate paperwork as well as preparing the food.

***Howard Valentine Coffman Cove School:** Howard Valentine delayed student start days a week later than planned and will schedule their make-up days at the October ASC meeting. We have one and a half teachers in Coffman Cove this year. Sharlet Collins is full time and Nhung Dinh (Lead Teacher), is doing half time AK-Trails as well as half time Coffman Cove. Things are running smoothly for the students with the help of our classified staff. A calm environment and intentional learning are evidence of the structure, guidance, and understanding provided by the teachers and staff. The high school students are learning some real-life lessons in their Business Class. They are learning about expenses and income, business plans, and application of those things through their student store and their recent bake sale. For their bake sale, the students made all the products; apple and rhubarb pies as well as blueberry and raspberry jam using produce from the orchard. They raised \$430 and hope to use the money for a student trip or activity nights. Their positive behavior and good grades this year have earned them a Fun Friday where they have participated in a nerf war obstacle course and a movie night is soon to be earned.

***Naukati School:** Exciting things are happening in Naukati. While they began school on schedule, they conducted school virtually the first week. Things are up and running. We have one and a half teachers in Naukati as well. Laura Anania is full time and Cassandra Christopherson is half time Naukati, half time AK-Trails. The electives are the highlight for the students right now; as they are being offered, Culinary Arts, Music lessons, Art, Scuba (PADI certification) and now, Ceramics. Naukati's staff has provided a more detailed report about the busyness in the school.

***Whale Pass:** COVID hit Whale Pass earlier in the summer, so students began school in person on the scheduled calendar day. We have the great teacher team of Astrid and Andy Cook this year. Along with their classified staff, it is exciting to see the workings of the school in action. The upper grades participated in their annual subsistence week, catching halibut and lingcod on both rod/reel as well as skate lines. They harvested shrimp as well and they wrapped up the week, processing fish to distribute to the community. The elementary along with the MS and HS were also learning hands on preserving while they made lemon curd and they did two ferments; ginger beer (a non-alcoholic drink, by the way) and giardiniera (Italian pickled vegetables), which are still in the making. Science is always a favorite of the students, especially when they get to see real life application of growing bacteria/fungi and the need to deep clean! (See the picture below). They participated in a walk-a-thon that raised over a \$1000! The plan is to use this for field trips or enrichment activities. Whale Pass School had a successful cross-country team this year; one student (Joseph) won all three of his races the rest of the team earned several top five finishes among all the age groups.



Final remarks: While visiting these sites, I have had the privilege of watching our students learn and see them contribute positively to the positive culture of the schools. Our students are articulate when meeting new people, always cheerful and helpful and generally appear happy to be at school. Our teachers demonstrate a level of professionalism and work ethic that is unique to our school district with the many and varied tasks they have before them. It is going to be an exciting year to watch our students grow.

State and Federal Programs

***Migrant Education:** The fall poses the busiest time for the Migrant Grant with recruiting. A preliminary survey has recently been distributed and can be completed online with the following link: <https://www.surveymonkey.com/r/6HLQGHK>. The hope of this survey is to find new students that may not have been identified as a migrant student, but also to shorten up the interview process, saving time for the parents. The general eligibility requirements for Migrant Education are as follows:

- (1) **A guardian and child must travel at least 20 miles** from their home to do qualifying work (measured by actual miles traveled, not by air miles). If less than 20 miles, it must be a different school district.
- (2) **Qualifying work includes:**
 - a. **commercial or subsistence** fishing (dip net, drift net, set net, pole, jig, pots, diving, digging, collecting, seining, trolling, etc.)
 - b. **seafood processing** (subsistence cutting, drying, smoking, canning, freezing or processing at places such as Silver Bay Seafoods in Craig)

- c. **commercial logging** (harvesting, planting, thinning, processing, etc.)
 - d. **berry picking or processing** (berries cannot be from family land)
- (3) **All of the trips must add up to a minimum of 7 nights/8 days away from home** during the past 12 months (including winter trips).
- (4) **The activity must be an economic necessity for the family.** It must provide needed food or income that is brought back to the home. It must be considered difficult to continue residence without the food or income from the activity.

** If the person fishing, picking, logging, or processing is 14-19 years old, he or she can participate in the activity without an additional guardian. A person 14-19 years old can also qualify as the working guardian for other children.*

*** A child that is attending school in a different school district or homeschooling, but lives within the boundaries of SISD, is eligible for migrant services in both school districts (such as Mt. Edgecumbe or Craig schools).*

**** Students that have dropped out of school and not graduated yet are eligible until they turn 20 years old (including students with a GED).*

The benefits to a student and family include, but are not limited to:

- (1) Additional educational resources (such as books)
- (2) Opportunities for student support (from the additional funding provided to the school district for migrant students)
- (3) Automatically eligible for free lunch and migrant services if the child transfers to another school district (such as Craig or Ketchikan)

For more information, please call or email Deidre Jenson at djenson@sisd.org or call the district office at 828-8254 Ext. 206.

***The Literacy Grant** covers our use of i-Ready which assessments have been completed. As stated earlier, continued training is soon and will assist our teachers in using the data they gain to program for their students. We are adding i-Ready Math this year, which, while it is not a part of the grant, can provide an extra resource for teachers and students.

***Title Programs** have and will continue to be discussed at ASC meetings. Input from stakeholders is critical in decision making for the use of these funds. Title programs are to be used to provide extra resources to students that are not at a proficiency level in their academics. Ideas for meeting the needs of these students can vary greatly and if anyone would like to brainstorm suggestions, give input or have questions about these grants, please email djenson@sisd.org or call the district office at extension 206.

Sincerely,

Deidre Jenson,
Area Principal, State and Federal Programs

Naukati Board Report October 2021

submitted by Laura Anania

Naukati School was in a troublesome spot with starting the year with just seven students. Although this gave each student more one-to-one attention, we were at risk of being closed down. Due to several great parental conversations and much footwork from staff, Naukati School currently has thirteen, fully-enrolled students, one and a half teachers and two pre-Kindergarten students, so far coming up; our school is busy! And we are loving it.

Sports Update

Cross-Country:

We had an excellent cross-country season. Students were excited to be able to participate in meets this year in person! This past weekend, one of our middle schoolers traveled to Ketchikan, where he achieved his best time of the year! All runners did an amazing job in all races, consistently placing in the top 10 most of the time. Throughout the season, everyone practiced hard, worked toward personal goals, and exhibited good sportsmanship.

Marksmanship:

One of our teachers was able to travel down to Washington to become a Trainer of Coaches for the SASP Marksmanship Rifle/Pistol Program. A shout out to Terri Kohn and John Stevens for being part of a supportive partnership for the Marksmanship Program and overall wonderful travel companions.

Students across schools have been excited to have a few shotgun demo days where the coaches have begun to lead them in gun safety. Students across the district are looking forward for Marksmanship season to begin. Our last Marksmanship activity was in our Naukati pit with a rainy wind blowing sideways made for a extra fun practice of shooting "pigeons". All of the students had a chilly but good time and are learning a lot.

Middle School Basketball:

We have an amazing team of nine students this year. It will be a stellar year in for middle school sports with our explosion of new and returning students.

In the lower elementary classroom, the math rotations are in full swing. Students have been learning everything from number identification to skip counting, multiplication, and division. In language arts, we have been focusing on phonics skills, writing complete sentences, and adding details to our writing and drawing. Students love to practice letter formation by using a finger to trace letters in tubs of cornmeal, salt, or "moon sand."

Students have been getting piano lessons as part of their music class and are learning some songs on the recorder for Veteran's Day.

Our Open House turned out to be full house with most family groups being represented. We introduced new staff and had many foods to pick through. We discussed many topics such as our improvement grant, fundraising and our need for volunteers.

Everyone was helpful with their conversations and with clean up. The most exciting piece were the musical numbers played and sang by our students! Live performances and food helped to captivate our audience. The students played wonderfully for just having a few weeks practice.

We are hoping that everyone has a productive Fall Season.

Best Wishes~~~Naukati School Staff

Student Services Coordinator
October 2021 Report
Submitted by: Carol Randolph

The year is progressing along quickly with a lot of activities taking place in the Special Education department. The team is getting in the groove with regards to ESERs, IEPs, BIPs, and FBAs with a lot more being written, implemented, and refined to meet the needs of the students. This ensures that all students will have a successful school year where learning is taking place and individual needs are being met.

Carol had the opportunity to attend the Special Education Director/Coordinator conference virtually. During this meeting, Don Enock and his team presented materials, updates, and processes that are relevant and new to this year. We were able to access the new Special Education Handbook, discuss compliance issues, long-COVID concerns, and new laws. This was a valuable source of professional development for the special education team.

Every four years, the Special Education department goes through a special education compliance review. A team from the state department usually come on site but due to traveling restrictions the team completed a 'desk review' virtually. The review occurred during the week of October 4-7, 2021. During this review, the team went through student files and looked at our processes. When they are finished, they will provide direct feedback to ensure that the district is complying with the state or have a plan to correct issues they found. This will be a learning opportunity for Carol, who hopes to gain insight to share with the special education staff. This will help ensure that we have a compliant, well-functioning team. After the review, the special education department will have a professional development session/in-service where all data can be reviewed, and actions can take place to support the staff to ensure that all findings are corrected.

The Alaska Developmental Profiles for Kindergarten students were completed district-wide before the EED deadline of November 1st. The purpose of the Alaska Developmental Profile is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations. Kindergarten teachers district-wide did an outstanding job getting this task done in a timely manner.

Food Services Board Report

October, 2021

Submitted by

Susan Greene, Contracted, Remote Director of Child Nutrition Program

Administrative Review

- Is scheduled for January 5, 2021
- Meal service at selected schools will be observed through Zoom
- Administration and staff are actively working to assure all required documentation is completed and submitted, is accurate, and meets USDA Requirements.

Required On-Site Review

- Every school year, each school food authority with more than one school shall perform no less than one on-site review of the lunch and breakfast counting and claiming system employed by each school site under its jurisdiction.
- Each on-site review must ensure the school's claim is based on the counting and claiming system, as implemented, and yields the actual number of reimbursable free, reduced price, and paid meals, respectively, served for each day of operation.
- If the review discloses problems with a school's meal counting and claiming procedures or general review areas, the SFA must ensure that the school implements corrective action, and within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problems.
- Superintendent Becker is in the process of scheduling and conducting this on-site review

Resource Guide

- Each school has been provided with a daily resource guide that contains
 - SECTION 1:
 - Weekly Menu Posting and rotations schedule
 - Weekly Packing List
 - Daily Production Records
 - Meal Count Sheet
 - SECTION 2
 - Standardized Recipes
 - Including handling, preparation and serving instructions
 - SECTION 3
 - Food Safety Plan
 - Food Safety Posters
 - Required Monthly Temperature Logs
 - SECTION 4
 - Additional Resources including
 - Using foods from school gardens
 - Using traditional foods in school meals
 - Fresh Fruit & Vegetable Educational Activities
- The guidance is affectionately named the MONSTER (Menus, Organization, Nutrition, Safety, Temperatures, Everyday Resource)
- The intent of this resource is to provide everything the food service staff need on a daily/weekly/monthly basis and guidance to other staff members that may need to fill in if food service staff is unable to be at work.

Menus

- Supply and personnel shortages may impact planned menus. There are several items we ordered that are “out of stock” or “unavailable from manufacturer”. Substitutions can and are made, but often no substitutions are available.
- **Good News - Egg Rolls arrived** with our last food order. This is something the students have been asking for, I have been ordering, and I’m excited to report they were finally shipped.

All meals include milk choice, plain low-fat or chocolate fat-free; fruits are canned, and all grains are at least 51% whole grain. Menus may vary depending on availability of food, COVID Risk and employee availability.			
<p>Oct 4 BISCUIT & GRAVY ORANGE JUICE CANNED PEARS</p>	<p>Oct 5 FRENCH TOAST STICKS (K-8, 4; 9-12, 6) GRAPE JUICE APPLESAUCE SYRUP</p>	<p>Oct 6 CEREAL CHOICE YOGURT CUP FRUIT COCKTAIL APPLE JUICE</p>	<p>Oct 7 MUFFIN SPICED OATMEAL PINEAPPLE ORANGE JUICE</p>
<p>CHICKEN NUGGETS RICE COOKED CARROTS STIR FRY VEGETABLES SWEET SOUR SAUCE</p>	<p>FISH STICKS (K-8, 4; 9-12, 6) FRENCH FRIES CORN SLICED APPLES MALT VINEGAR TARTAR SAUCE</p>	<p>MAC & CHEESE GARLIC BREAD BROCCOLI PEAS APRICOTS</p>	<p>CHEESEBURGER on BUN SWEET POTATO FRIES BAKED BEANS PICKLES MAYO MUSTARD HONEY</p>
<p>Oct 11 WAFFLE, wg, cn SAUSAGE LINK (9-12/2) MANDARIN ORANGE APPLE JUICE SYRUP HONEY</p>	<p>Oct 12 CINNAMON ROLL, wg SLICED APPLES GRAPE JUICE</p>	<p>Oct 13 PANCAKE WRAPPED SAUSAGE (K-8, 3L; 9-12, 4) PINEAPPLE ORANGE JUICE SYRUP. HONEY</p>	<p>Oct 14 YOGURT PARFAIT YOGURT, BLUEBERRIES, GRANOLA SNACK BAR (9-12) GRAPE JUICE</p>
<p>LASAGNA ROLL UP W/MEAT SAUCE GARLIC BREAD BROCCOLI CORN PEARS</p>	<p>CHEESY FRENCH BREAD MARINARA SAUCE PEAS FRUIT SALAD</p>	<p>CHICKEN FAJITA on TORTILLA WRAP REFRIED BEANS GREEN BEANS SALSA PEACHES</p>	<p>TOASTED CHEESE SANDWICH TOMATO SOUP SWEET POTATO FRIES MIXED FRUIT</p>
<p>OCT 18 YOGURT CINNAMON TOAST CRUNCH BAR (9-12;2) PEARS ORANGE JUICE</p>	<p>OCT 19 BISCUIT & GRAVY PEACHES APPLE JUICE</p>	<p>OCT 20 BAGEL PEANUT BUTTER JELLY CREAM CHEESE APRICOT ORANGE JUICE</p>	<p>OCT 21 SAUSAGE BISCUIT (9-12 +BISCUIT) PINEAPPLE GRAPE JUICE JELLY HONEY</p>
<p>ORANGE CHICKEN RICE CORN BROCCOLI PINEAPPLE</p>	<p>CHICKEN NUGGETS MASHED POTATOES MIXED VEGETABLES GARLIC BREAD PEACHES</p>	<p>MEATBALL SUB MARINARA SAUCE FRENCH FRIES BAKED BEANS SLICED APPLES KETCHUP</p>	<p>CHICKEN PATTY ON BUN SWEET POTATO FRIES PEAS APRICOTS SWEET SOUR SAUCE PICKLES MAYONNAISE</p>

All meals include milk choice, plain low-fat or chocolate fat-free; fruits are canned, and all grains are at least 51% whole grain.
Menus may vary depending on availability of food, COVID Risk and employee availability.

<p>Oct 25 Waffle, wg Sausage Link, (K-8,1; 9-12, 2) Peaches Orange Juice Syrup Butter Chip</p>	<p>Oct 26 Bagel, wg Mandarin Oranges Apple Juice Jelly Cream Cheese Peanut Butter</p>	<p>Oct 27 Pancake, wg Sausage Strawberries Grape Juice Syrup</p>	<p>Oct 28 Cinnamon Roll Yogurt Cup Fruit Salad Orange Juice</p>
<p>Mini Corn Dogs (K-8, 6; 9-12, 9) Applesauce French Fries Mixed Vegetables Mustard Ketchup Ranch Dressing</p>	<p>Beef Nachos Tortilla Chips Peaches Refried Beans Salsa Sour Cream</p>	<p>Pizza Pears Corn Green Beans</p>	<p>Chicken Teriyaki Spring Roll Pineapple Rice Baked Yams Broccoli</p>
<p>Nov 1 BISCUIT & GRAVY ORANGE JUICE CANNED PEARS</p>	<p>Nov 2 FRENCH TOAST STICKS (K-8, 4; 9-12, 6) GRAPE JUICE APPLESAUCE SYRUP</p>	<p>Nov 3 CEREAL CHOICE YOGURT CUP FRUIT COCKTAIL APPLE JUICE</p>	<p>Nov 4 MUFFIN SPICED OATMEAL PINEAPPLE ORANGE JUICE</p>
<p>CHICKEN NUGGETS RICE COOKED CARROTS STIR FRY VEGETABLES SWEET SOUR SAUCE</p>	<p>FISH STICKS (K-8, 4; 9-12, 6) FRENCH FRIES CORN SLICED APPLES MALT VINEGAR TARTAR SAUCE</p>	<p>MAC & CHEESE GARLIC BREAD BROCCOLI PEAS APRICOTS</p>	<p>CHEESEBURGER on BUN SWEET POTATO FRIES BAKED BEANS PICKLES MAYO MUSTARD HONEY</p>
<p>Nov 8 WAFFLE, wg, cn SAUSAGE LINK (9-12/2) MANDARIN ORANGE APPLE JUICE SYRUP HONEY</p>	<p>Nov 9 CINNAMON ROLL, wg SLICED APPLES GRAPE JUICE</p>	<p>Nov 10 PANCAKE WRAPPED SAUSAGE (K-8, 3L; 9-12, 4) PINEAPPLE ORANGE JUICE SYRUP HONEY</p>	<p>Nov 11 YOGURT PARFAIT YOGURT, BLUEBERRIES, GRANOLA SNACK BAR (9-12) GRAPE JUICE</p>
<p>LASAGNA ROLL UP W/MEAT SAUCE GARLIC BREAD BROCCOLI CORN PEARS</p>	<p>CHEESY FRENCH BREAD MARINARA SAUCE PEAS FRUIT SALAD</p>	<p>CHICKEN FAJITA on TORTILLA WRAP REFRIED BEANS GREEN BEANS SALSA PEACHES</p>	<p>TOASTED CHEESE SANDWICH TOMATO SOUP SWEET POTATO FRIES MIXED FRUIT</p>

This institution is an equal opportunity provider.



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Rd Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 Email: sisd@sisd.org

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Sherry Becker, Superintendent

FROM: Lucienne Smith, Contracted Business Manager
Alaska Education & Business Services, Inc.

A handwritten signature in black ink, appearing to read "Lucienne Smith", is written over the printed name in the "FROM" field.

Date: October 12, 2021

SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE

FY 2021 AUDIT – Our independent audit has been completed and we await the draft financials to review. Once reviewed and any corrections needed are made, printed copies should be received in the District the first part of November, and will be presented to the Board at the next regularly scheduled meeting.

We also completed our FY 2021 annual workers' compensation audit and we had over projected our payroll for the year, resulting in a refund for worker's compensation insurance.

FY 2022 1ST QUARTER – We just completed our 1st Quarter and have submitted our Unemployment Quarterly Report as well as our 941 Payroll Tax Liability report. We are working on the 1st Qtr. Grant reimbursements and will have them completed before month end.

STANDARD OPERATING PROCEDURES – Last May we ended the review of SOP's #12-15, so that brings us to SOP #16 – *Fundraising Activities*, #17 – *Equipment – Lending*; #18 – *Equipment Inventory*, and #19 – *Equipment Disposal or Sale*.

E-RATE – Next month we will be awaiting the release of USAC's timeline for submitting our form 471 application for our annual Federal Internet Bandwidth discount.

Please do not hesitate to ask questions.

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Effective: July 2019

SOP No. 16 FUNDRAISING ACTIVITIES

1. PURPOSE: To establish procedures for fundraising activities by student organizations.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: The Principal is responsible for ensuring compliance with this policy and will make sure all information is turned into the district office in a timely manner. The Business Manager] is responsible for compliance involving State reporting requirements if applicable.
4. APPROVAL: All fundraising events or activities shall be pre-approved by the Superintendent or designee.
5. PROCEDURES:
 - a. All clubs or organizations will request pre-approval to raise funds in writing from the Superintendent. Include a description of the method and purpose for the fundraising activity. Keep a copy of this approval in the fundraising activity file for future reference.
 - b. All fundraising deposits and withdrawals shall comply with procedures set out in SOP No 15 - Cash Handling. ALL FUNDS MUST BE DEPOSITED INTACT AND AS SOON AS POSSIBLE. Funds **may not be used** to cash personal checks, pay vendors, reimburse expenses, pay refunds, or any other purpose other than deposit. Under no circumstances may employees or any other person take district cash home with them. FAILURE TO COMPLY WITH THIS POLICY IS GROUNDS FOR DISCIPLINARY ACTION.
 - c. Soliciting contributions is not considered fundraising but still requires the approval from the Superintendent.
 - d. Establishing any online crowd funding account requires Board approval. See SOP No. 23 Grants Purchasing Procedures for more information.

REFERENCES: BP 3452 – Student Activity Funds; BP 3290 – Gifts/Grants/Bequests

EXHIBITS: Fundraising Request; Fundraising Activity Information

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Approval of Fund-Raising Activity

Date Submitted: _____ (Must be requested 10 days in advance of activity)

Name of Activity: _____ Group: _____

Detailed description of fund-raising activity: _____

Purpose of fund raising: _____

Dates of fund raising: _____

Number of students participating: _____

Parents/Volunteers: _____

Details of school property needed (if applicable): _____

Name(s) of adult sponsor: _____

Signature of Sponsor

Date Signed

Approval procedure: Turn in form to school secretary. Secretary will give form to Athletic/Activities Director. Director will forward to the Superintendent with a copy to building Principal.

Activities Director

Principal

Superintendent

Date Signed

An approved copy will be sent to the building secretary and then forwarded to originator.

Solicitation of funds of any kind (cash, grants, merchandise, services, etc.) is prohibited without prior approval by the superintendent.

It is the intent of the Southeast Island School District that fund raising be a participatory activity with the students who are receiving the benefit of the fund raising.

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Effective: July 2019

SOP No. 17 EQUIPMENT - LENDING

1. PURPOSE: To establish uniform procedures for lending school materials, supplies or equipment to individuals, groups, or non-school agencies.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: Principal or designee
4. PROCEDURE: The following are the general procedures for all school district materials, supplies or equipment loaned to individuals, groups, or non-school agencies:
 - a. Requestor(s) must complete a district Equipment Use Agreement and submit it to the Principal or budget supervisor. The Agreement must list in detail the requested items, the term dates of the loan, and any notes on the condition of the equipment before and after the loan period. The Principal or budget supervisor must approve the Agreement before any materials, supplies, or equipment are released to anyone. A refundable deposit may be required.
 - b. The Principal or budget supervisor must give a signed, dated written receipt when the items are returned.
 - c. Retain a copy of the Equipment Use Agreement and the return receipt on file in the school or department and send a copy to the Business Office.

REFERENCES: BP/AR 1330 – Use of School Facilities; BP 3400 – Management of District Assets/Accounts; BP 3512 – Equipment; BP 3515.4 – Recovery for Property Loss or Damage; BP 4170 – District Issued Portable Technology

EXHIBITS: Equipment Use Agreement

EQUIPMENT USE AGREEMENT

Individual Requesting Equipment Use: _____ Equipment requested: _____

Participating SISD Staff: _____

Date and Hours of Requested Use: _____

Purpose of Use: _____

Equipment and Conditions

Conditions of Equipment Use - Use of District equipment is conditioned upon the following covenants:

1. That no functional alteration of the equipment or functional changes in the use of such equipment shall be made without specific written consent of the District.
2. That adequate **District Staff** supervision is provided by the requesting individual to ensure proper care and use of District equipment.
3. The requesting individual shall be responsible for all actual damages, including costs, disbursements, and expenses, resulting while it has use of the equipment.

Insurance and Indemnification

The requesting individual, by signature below, hereby guarantees that they shall indemnify, defend, and hold harmless the District and any of its employees or agents, from any liability, expenses, costs (including attorney's fees) damages, and/or losses arising out injuries or death to any person or persons or damage to any property of any kind in connection with the individual's use of the District equipment which are not the result of fraud, willful injury to a person or property, or the willful or negligent violation of a law.

Non-Discrimination

The requesting organization or individual agrees to abide non-discrimination clauses as contained in the Alaska Human Rights Act and the Governmental Code of Fair Practices.

DATED this ____ day of _____, 20____.

Southeast Island School District:

Requesting Individual:

By _____

By _____

Address _____

Phone _____

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Effective: July 2013

Revised: July 2019

SOP No. 18 EQUIPMENT INVENTORY PROCEDURES

1. PURPOSE: To establish uniform guidelines to ensure that a complete inventory record is maintained for all accountable Southeast Island School District property. Items which have an object code 510 (equipment) are accountable and considered fixed assets.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: It is the responsibility of the Business Manager to initiate and maintain all inventory control records for the Southeast Island School District. The Principals and building supervisors shall also maintain a list of equipment assigned to the school or purchased from their budgets.
4. DEFINITION: The following are definitions of the phrases, 'accountable items' and 'consumable item.' Reference: DEED Uniform Chart of Accounts, Appendix A.
 - a. Accountable item – Any item with an original unit price of \$5,000.00 or more (including delivery and installation), having an expected life of more than one year, is repairable, and is an end item. (i.e. school vehicle, file server, commercial sewing machine).
 - b. Consumable item – Any item with an original unit price of less than \$5,000.00; having an expected life of less than one year; is not repairable, or is used in the repair of an end item (i.e., part for a piece of equipment, door replacement)
5. EQUIPMENT PURCHASED WITH FEDERAL OR GRANT FUNDS; All equipment purchased with federal or grant funds must be used and disposed of according to governing documents of the funding source. For equipment purchased with federal funds, see 2CRF Chapter 2, Section 200.313 (01/01/2014 Edition).
6. PROCEDURE:
 - a. The Business Manager will initiate an annual physical inventory of all school district property that is accountable. This inventory will be conducted at least once each fiscal year (July 1 of one year through June 30 of the ensuing year).
 - b. As part of the inventory process, lists will be made of all accountable items held at all locations within the school district and sent to each Principal or building

supervisor. The lists will show description, model number, serial number, fixed asset number, location, value, and quantity of each accountable item held.

- c. The Principal or building supervisor will be responsible for confirming the annual inventory listing by the end of the school year. Items that no longer exist or have been moved to another location, within the building or district, shall be noted on the list prior to sending the list back to the Business Manager. Items that cannot be found or no longer exist will be deleted from the records by receipt of a "Sale or Disposal of School District Equipment, Supplies or Materials" form. The form will state the reason (i.e., lost, stolen, beyond repair, etc.). See SOP No 19 – Equipment – Disposal or Sale.
- d. Add Items that were purchased during the year to the list. The Principal or building supervisor is responsible for affixing a fixed asset tag on the item. The Business Manager or designee will provide the tags. Return the list to the Business Manager once all revisions have been made.
- e. The Business Manager or designee will ensure that all items have a fixed asset tag. And that the District's master inventory list is updated according to the revised lists from the sites.
- f. Items that do not fall within the 'accountable item' definition, but have value and are mobile (i.e. computers, cell phones, GPSs, TV/VCRs, fax machines, digital cameras, etc.) shall have alternate tags and be controlled at the sites or buildings with a process similar to that described above.

Note: It is recommended that each teacher be given a list of the equipment in their room at the beginning of the year so they may account for that equipment at the end of the year. This process should be documented by the Principal.

District should progress toward a barcode system for equipment tagging.

REFERENCES: BP 3440 – Inventories; BP3400 – Management of District Assets/Accounts]

DEED Chart of Accounts - Appendix A: Equipment vs. Supply flowchart

2 CFR Chapter 2, Section 200.313 (01/01/2014 Edition)

EXHIBITS: Sale or Disposal of Equipment, Supplies, or Materials Form

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Effective: July 2019

SOP No. 19 EQUIPMENT – DISPOSAL OR SALE

1. PURPOSE: To establish uniform sale or disposal procedures that comply with district policy.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: Superintendent or designee, Principal, and Business Manager
4. PROCEDURE: The following are the procedures for the sale or disposal of all school district materials, supplies or equipment.
 - a. Ensure that the proposed sale or disposal complies with the school board policy BP 3270.
 - b. EQUIPMENT PURCHASED WITH FEDERAL OR GRANT FUNDS: Contact the business office before selling or disposing of any equipment purchased with federal or grant funds. All equipment purchased with federal or grant funds must be used and disposed of according to governing documents of the funding source. For equipment purchased with federal funds, see 2 CFR Chapter 2, Section 200.313 (01/01/2014 Edition).
 - c. Complete sale or disposal form. Send proceeds and disposal records to the Business Office.
 - d. Property may be offered through a bidding process (sign-up sheet or sealed bids mailed to the district office) or by setting a reasonable sales price for each item, depending on the value of the item and requirements of Board Policy. Records must be maintained on the surplus property sale.

REFERENCES: BP 3270 – Sale and Disposal of Books, Equipment, Supplies; BP 3440 - Inventories

2 CFR Chapter 2, Section 200.313 (01/01/2014 Edition)

EXHIBITS: Sale or Disposal of Equipment Material or Supplies Form

SOUTHEAST ISLAND SCHOOL DISTRICT

Disposal Authorization

Instructions: Please contact Business Office prior to disposal. Complete the below form in its entirety.

Item: _____

Inventory Control #: _____

- Obsolete/Irreparable
- Donated To: _____
- Surplus Sale To: _____

Rationale:

I certify that the item(s) listed above were disposed of in the manner stated and that no federal monies were used for the purchase of the items being disposed.

NOTE: Two (2) separate signatures are required for disposal of equipment or District property.

Initiator Signature

Date

Administration Signature

Date

Please return to the Business Office.
If no payment was collected, please e-mail form to:
kclark@sisd.org and lucienne.smith@akebs.com



Southeast Island School District American Rescue Plan (ARP) Act Mitigation and Prevention Plan

2021-22

Board Approved 9/3/21



Mitigation Plan

Plan Components

Districts must implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Describe the extent to which the district adopted policies and a description of such policies on each of the strategies listed below:

1. [Masks and Physical Distancing \(e.g., including use of cohorts/pods\)](#)

SISD Strongly Recommends Following CDC Guidance, However Respects Mask Choice.

In consultation with state and local public health representatives, SISD strongly recommends that students, staff, and all school visitors follow the CDC guidance of universal indoor masking in all school facilities during school hours. However, SISD also recognizes individual and parent/guardian choice with regard to masking. SISD will encourage staff, students, and all school visitors follow the suggested CDC guidelines, but will respect individual rights and decisions regarding “mask choice.”

Mask Choice does not apply in the following circumstances:

- SISD mitigation plans for athletics or special events/activities requiring mask wearing.

To allow for transparency, SISD highly recommends “mask choice” be carefully considered given the current Public Health “Close Contact Tracing Process” as detailed on page #5 of the SISD ARPA Mitigation and Prevention Plan.

2. [Increased Level of Community Transition, Masks Required and Use of Pods to Continue In-Person Instruction](#)

SISD Strongly Recommends Following CDC Guidance, However Respects Mask Choice.

In consultation with state and local public health representatives, SISD strongly recommends that students, staff, and all school visitors follow the CDC guidance of universal indoor masking in all school facilities during school hours. However, SISD also recognizes individual and parent/guardian choice with regard to masking. SISD will encourage staff, students, and all school visitors follow the suggested CDC guidelines, but will respect individual rights and decisions regarding “mask choice.”

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- SISD mitigation plans for athletics or special events/activities requiring mask wearing.

To allow for transparency, SISD highly recommends “mask choice” be carefully considered given the current Public Health “Close Contact Tracing Process” as detailed on page #5 of the SISD ARPA Mitigation and



Prevention Plan.

If the district's Medical Advisory Committee recommends that one or more of SISD's school move to a more restricted level of safety due to an increased level of community transition and/or other factors affecting one of our school communities, SISD will put in place more restrictive safety measures. Personal Protective Equipment (PPE) masks will be required by staff and students when working directly with each other. In this scenario, individual schools in the district may also develop pods within their student population and students/staff will not be able to interact with students/staff in other pods. Flexibility and evidence-based decision making will guide SISD's decisions to shift between in-person with no mask requirement, in-person with masks required and distance delivery.

SISD will closely monitor SE regional trends with COVID-19 infections to include Juneau, Sitka, Ketchikan, Anchorage and Seattle. If regional and/or individual SISD community trends shift rapidly, SISD will utilize this information to consider transitioning to a higher risk scenario to protect our students, families, and staff members. Mask choice vs universal masking requirements will be considered separately for individual schools and will be based on the number of cases in the community that directly impact that school.

If there are active COVID-19 cases in an SISD school community, or another island community, that could directly impact SISD families, SISD reserves the right to temporarily transition to a Red/High Risk scenario for deep cleaning of SISD buildings and while Public Health completes contact tracing and quarantining of those who could directly impact SISD. Once contact tracing is complete SISD shall consult with Public Health and the district's Medical Advisory Committee to determine the district's risk level.

SISD will provide bus service during low/moderate risk scenarios that include in-person instruction. SISD will provide service to south side of Thorne Bay, Hollis, Klawock and Craig. Students and bus drivers are required to wear masks at all times when boarding, exiting, and riding on the bus. During Red/High Risk scenarios when the district has moved to a distance instructional model bus service will be cancelled.

AK-TRAILS Statewide Homeschool office's (Thorne Bay, Naukati, Coffman Cove and Port Alexander) will follow all guidelines and mandates for the municipality the office is located. Furthermore, AK- TRAILS offices will institute the State of Alaska Phase 3 and 4 COVID-19 guidelines located at <https://covid19.alaska.gov/reopen/>, specifically guidelines for Attachment D "Public Facing Businesses" to include:

- Social distancing
- Hygiene best practices
- Staffing
- Cleaning and disinfecting

3. [Handwashing and respiratory etiquette](#)

To help prevent the spread of the COVID-19 virus, SISD has the opportunity and responsibility to educate students, families, and staff on social etiquette, good health and hygiene habits, and disease prevention. SISD will provide regular hand-washing and respiratory hygiene/cough etiquette education for all K-12 students. Our basic educational message will be:



- Cover your cough
- Wash hands often
- Stay home if sick
- Wear appropriate Personal Protective Equipment (PPE)

4. [Cleaning and maintaining healthy facilities, including improving ventilation](#)

The safety of our students and staff are our primary priority. SISD schools will be completely cleaned and disinfected regularly, and we will continue to adhere to all necessary safety precautions. In addition to the regular deep cleaning all school facilities, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc., to protect students and employees and reduce the risk of spread of infection.

General Disinfection Measures

Area	Frequency
Classrooms and Offices	At the end of each day
Appliances	Daily
Electronic Equipment	At the end of each use
General used objects like light switches, handles, sinks, restrooms	At least 2 times a day
Buses	At the end of each use
Common Areas	At the end of each use and/or between groups

Deep cleaning is triggered when an active student or employee is identified as positive for COVID-19 based on testing. When a student or employee with a suspected infectious disease is identified and has left the building, their work area, along with any other known places they have been will be thoroughly cleaned and disinfected. The person cleaning and disinfecting will wear a mask and gloves and will discard them immediately afterwards. Hands will be washed and sanitized at the completion of the procedure. During times of a specifically known or suspected disease outbreak, SISD will consult public health officials to determine if there is a proper way to discard waste or if other PPE should be worn by staff.

Additionally, a bleach solution spray bottle and/or disinfecting wipes will be provided to all classrooms, offices, and work locations. SISD employees are required to regularly disinfect personal workstations each day, schedule regular times during the school day for students to disinfect their personal workstations and disinfect all appliances and electronic equipment after each use.

SISD will utilize portable HEPA filter air purifier systems in classrooms and office space **as needed** to improve indoor air quality.

SISD has contractors coming in to address improvements in air quality and ventilation in district buildings. SISD contracted ATS to develop a condition survey on the Thorne Bay School and to tune and



survey both Coffman and Naukati School buildings specifically focused on each school's HVAC and controls. This will help drive our CIP (Capital Improvement Plan) School Mechanical Control Upgrades in Thorne Bay where we still operate on pneumatic controls.

SISD will be making some improvements in Kasaan to help create space for social distancing and provide updated surfaces that are easier to clean. This is a small three-room school with a detached library that was used by the community as well as the district prior to COVID-19. The building is being repaired and updated surfaces to better serve SISD's needs. Creating space to further isolate groups from each other and to reduce the risk of spread though updated cleaning surfaces.

5. [Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments](#)

If a student or employee becomes ill at work and is exhibiting one or more of the COVID-19 symptoms outlined below they will be asked to leave and go home immediately. If a student or employee becomes ill at home and is exhibiting one or more of the COVID-19 symptoms outlined below they will be asked to stay at home. The student or employee should be tested for COVID-19 and, if necessary, be evaluated by their health care provider. Due to the severe nature of a potential positive COVID-19 diagnosis, parents are asked to immediately pick their student up upon notification from the school that their child is exhibiting symptoms related to COVID-19. Any staff member exhibiting COVID-19 symptoms is asked to immediately notify their direct supervisor of their symptoms and leave school premises.

- Cough
- Shortness of breath or difficulty breathing
- Tiredness or fatigue
- Chills
- Repeated shaking with chills
- Muscle or body aches
- Headache
- Sore throat
- New loss of taste or smell
- Diarrhea
- Congestion or runny nose
- Nausea or vomiting
- Feeling feverish or a measured temperature greater than or equal to 100.3 degrees Fahrenheit

Employees returning to work from an approved medical leave may be asked to submit a healthcare provider's note before returning to work. The student or staff member may not return to school until they have met one of the following criteria:

- If they test positive, they must stay home for 10 days since their first symptom or their positive test, whichever is earlier. Once it has been 10 days, they may return to school once they have not had a fever in 24 hours without the use of fever reducing medicine, as long as their other symptoms are improving.
- If they test negative, they may return to school when they have not had a fever in 24 hours without the use of fever reducing medicine and their other symptoms are improving.



- If they do not get a test, they must stay home for 10 days. They may return to school when it has been 10 days and they have not had a fever in 24 hours without the use of fever reducing medicine and their other symptoms are improving.
- If their health care provider determines there is an alternative diagnosis to COVID-19 causing their symptoms, they may be allowed back to school before 10 days and without a negative test as long as the following criteria are met:
 - Their symptoms have resolved and they have not had a fever in 24 hours without the use of fever reducing medicine, and
 - They have a note from their health care provider saying it is safe for them to come back to school.

Each school will have an illness tracking Google.doc. Staff will be educated on how and why to complete the form. Each student and employee who is absent or sent home due to illness is put on this list, symptoms are documented and travel history (in last 14 days) is charted. Questions that will be asked on the illness tracking Google.doc will be the following:

- What are the symptoms?
- Have they travelled in the last 14 days?
- Have they been in contact with anyone with coronavirus?

While we all hope to avoid exposure to illness from COVID-19, we need to be prepared for that possibility. If you or someone you've been in contact with has been exposed to the virus, our first concern is for your health and safety and those around you. Your local public health authorities make the final decisions about how long quarantine should last, based on local conditions and needs. Follow the recommendations of your local public health department if you need to quarantine. Options they will consider include stopping quarantine

- After day 10 without testing
- After day 7 after receiving a negative test result (test must occur on day 5 or later)

The student and staff member will be allowed to return to school upon receipt of a release from quarantine letter from Craig Public Health. In this rapidly changing situation, healthcare providers should have the most up-to-date information from CDC.

For all out of state travel SISD staff and students shall follow all state travel orders, mandates, and health advisories and alerts.

6. [Diagnostic and screening testing](#)

SISD has prioritized ARPA funding to provide testing for all student extra-curricular events for the student participants and coaches/chaperones to ensure students have access to these "outside" school learning activities. SISD has also prioritized ARPA funding to provide testing for all staff members engaged in district business who are required to travel off island to other Alaskan communities.

In partnership with SEARHC, SISD has a year-long contract for testing. All students and staff members traveling off island for district sponsored extra-curricular events or district sponsored business ~~shall~~ **may be required to** receive a COVID-19 test and negative results prior to travel to ensure all SISD students and staff are symptom free of COVID-19. **Voluntary COVID-19 testing for staff members and students by trained SISD employees may be available at each school site, as allowed by the CLIA waiver.**



Student and staff travel to other Alaskan communities will be determined on a case-by-case basis and will include the current COVID-19 risk level of the community and school.

SISD will follow ASAA COVID-19 Practice Guidelines and ASAA COVID-19 Event Guidelines for athletics and extra-curricular activities.

7. [Efforts to provide vaccinations to educators, other staff, and students, if eligible](#)

SISD has partnered with SEARHC, PeaceHealth, and Prince of Wales Public Health to provide staff, students, parents, and community members information about vaccinations. SISD has regularly sent out emails to staff, students, and parents regarding the availability of vaccinations and how to access.

SISD will continue to work with local and state health agencies to support messaging and outreach about vaccination for members of school communities. SISD communication platforms will facilitate outreach to encourage vaccination of household members of school-age children as they become eligible. This will include outreach in a language that limited English proficient family members or students can understand and in alternate formats as needed to facilitate effective communication for individuals with disabilities.

8. [Appropriate accommodations for children with disabilities with respect to the health and safety policies](#)

Based upon specifications of their individualized education plans (IEPs/504 plans), students with disabilities may be served outside of their regular group time. Individual student services will be based upon a team decision for what is the best for each child based upon the child's disability. This may include in person school during school closures for a full or partial day. This may include continued provision of school transportation during times that busses are cancelled due to school closures. This may include additional services provided in a home-based environment, special equipment provided in the home, etc. Requirements for the use of masks and other PPE will be determined on an individual basis for students with disabilities.

Continuity of Services

Describe how the district will ensure continuity of services including, but not limited to, services to address students' academic needs, as well as the social, emotional, mental health, and other needs of students and staff (e.g., student health and food service).

SISD has a full-time school counselor on staff to serve our K-12 students. The counselor will work with SISD administration to determine when her services will be provided in-person or remotely. The counselor will work with schools to support staff with best practices around Trauma Informed Practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students.



Additionally, SISD has a one-to-one electronic device program for all K-12 students. In the event the district or a specific school has to move to Red/High Risk Scenario Distance Learning students will be able to access all classroom content through their electronic devices. All SISD schools will utilize the CANVAS electronic learning platform, Google Classroom, Edgenuity and/or Zoom to provide distance instructional support. All SISD schools will also utilize web-based educational platforms, teacher developed instructional packets, and one-on-one teacher check-ins with each student.

In the event the district or a specific school has to move to Red/High Risk Scenario Distance Learning SISD will provide breakfast and lunch service that is either picked up or delivered to specific locations within the community for student and family pick-up for all students 18 years old and younger.

Periodic Review

Describe how the district will periodically review and revise its mitigation plan, as appropriate, including a description of how the district will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the plan.

Important Note: The district must review its mitigation plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023).

SISD developed a survey for all students, staff, parents, community members asking for input for the district's preparations for the 2021-2022 school year that was administered to all students, parents, staff, and community members from May 24, 2021 to June 9, 2021. Survey results can be accessed https://docs.google.com/spreadsheets/d/1EvxbFHbx4DJzmaRk72ooCEFESlaaN5LZd_Q8kiNJONc/edit?usp=sharing

Additionally, the SISD has developed a Mitigation Advisory Committee to develop recommendations for the Board's consideration for the development of SISD's ARPA Mitigation and Prevention Strategies. The SISD Mitigation Advisory Committee is comprised of members from the different SISD stakeholder groups:

- Certified Teachers
- Classified Staff Members
- Parents
- Students
- SISD Administrators
- SISD Technology Director
- Prince of Wales Medical Providers
- SISD Board President

The Committee will meet to review the stakeholder survey data, review the current SISD Smart Start to School Guidelines, review the guidelines with the American Rescue Plan Act Mitigation Template, and develop a Mitigation and Prevent Strategy following DEED's ARPA guidelines.

The SISD Board Mitigation Advisory Committee will meet monthly to review the SISD's ARPA Mitigation and Prevention Strategies and provide recommendations to the SISD School Board for their consideration. The SISD ARPA Mitigation and Prevention Strategies will be a regular "Old Business" agenda item each month for the SISD Board's consideration.





Southeast Island School District American Rescue Plan (ARP) Act Mitigation and Prevention Plan

2021-22

Board Approved 9/3/21



Mitigation Plan

Plan Components

Districts must implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Describe the extent to which the district adopted policies and a description of such policies on each of the strategies listed below:

1. [Masks and Physical Distancing \(e.g., including use of cohorts/pods\)](#)

SISD Strongly Recommends Following CDC Guidance, However Respects Mask Choice.

In consultation with state and local public health representatives, SISD strongly recommends that students, staff, and all school visitors follow the CDC guidance of universal indoor masking in all school facilities during school hours. However, SISD also recognizes individual and parent/guardian choice with regard to masking. SISD will encourage staff, students, and all school visitors follow the suggested CDC guidelines, but will respect individual rights and decisions regarding “mask choice.”

Mask Choice does not apply in the following circumstances:

- SISD mitigation plans for athletics or special events/activities requiring mask wearing.

To allow for transparency, SISD highly recommends “mask choice” be carefully considered given the current Public Health “Close Contact Tracing Process” as detailed on page #5 of the SISD ARPA Mitigation and Prevention Plan.

2. [Increased Level of Community Transition, Masks Required and Use of Pods to Continue In-Person Instruction](#)

SISD Strongly Recommends Following CDC Guidance, However Respects Mask Choice.

In consultation with state and local public health representatives, SISD strongly recommends that students, staff, and all school visitors follow the CDC guidance of universal indoor masking in all school facilities during school hours. However, SISD also recognizes individual and parent/guardian choice with regard to masking. SISD will encourage staff, students, and all school visitors follow the suggested CDC guidelines, but will respect individual rights and decisions regarding “mask choice.”

Mask Choice does not apply in the following circumstances:

- SISD mitigation plans for athletics or special events/activities requiring mask wearing.

To allow for transparency, SISD highly recommends “mask choice” be carefully considered given the current Public Health “Close Contact Tracing Process” as detailed on page #5 of the SISD ARPA Mitigation and



Prevention Plan.

If the district's Medical Advisory Committee recommends that one or more of SISD's school move to a more restricted level of safety due to an increased level of community transition and/or other factors affecting one of our school communities, SISD will put in place more restrictive safety measures. Personal Protective Equipment (PPE) masks will be required by staff and students when working directly with each other. In this scenario, individual schools in the district may also develop pods within their student population and students/staff will not be able to interact with students/staff in other pods. Flexibility and evidence-based decision making will guide SISD's decisions to shift between in-person with no mask requirement, in-person with masks required and distance delivery.

SISD will closely monitor SE regional trends with COVID-19 infections to include Juneau, Sitka, Ketchikan, Anchorage and Seattle. If regional and/or individual SISD community trends shift rapidly, SISD will utilize this information to consider transitioning to a higher risk scenario to protect our students, families, and staff members. Mask choice vs universal masking requirements will be considered separately for individual schools and will be based on the number of cases in the community that directly impact that school.

If there are active COVID-19 cases in an SISD school community, or another island community, that could directly impact SISD families, SISD reserves the right to temporarily transition to a Red/High Risk scenario for deep cleaning of SISD buildings and while Public Health completes contact tracing and quarantining of those who could directly impact SISD. Once contact tracing is complete SISD shall consult with Public Health and the district's Medical Advisory Committee to determine the district's risk level.

SISD will provide bus service during low/moderate risk scenarios that include in-person instruction. SISD will provide service to south side of Thorne Bay, Hollis, Klawock and Craig. Students and bus drivers are required to wear masks at all times when boarding, exiting, and riding on the bus. During Red/High Risk scenarios when the district has moved to a distance instructional model bus service will be cancelled.

AK-TRAILS Statewide Homeschool office's (Thorne Bay, Naukati, Coffman Cove and Port Alexander) will follow all guidelines and mandates for the municipality the office is located. Furthermore, AK- TRAILS offices will institute the State of Alaska Phase 3 and 4 COVID-19 guidelines located at <https://covid19.alaska.gov/reopen/>, specifically guidelines for Attachment D "Public Facing Businesses" to include:

- Social distancing
- Hygiene best practices
- Staffing
- Cleaning and disinfecting

3. [Handwashing and respiratory etiquette](#)

To help prevent the spread of the COVID-19 virus, SISD has the opportunity and responsibility to educate students, families, and staff on social etiquette, good health and hygiene habits, and disease prevention. SISD will provide regular hand-washing and respiratory hygiene/cough etiquette education for all K-12 students. Our basic educational message will be:



- Cover your cough
- Wash hands often
- Stay home if sick
- Wear appropriate Personal Protective Equipment (PPE)

4. [Cleaning and maintaining healthy facilities, including improving ventilation](#)

The safety of our students and staff are our primary priority. SISD schools will be completely cleaned and disinfected regularly, and we will continue to adhere to all necessary safety precautions. In addition to the regular deep cleaning all school facilities, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc., to protect students and employees and reduce the risk of spread of infection.

General Disinfection Measures

Area	Frequency
Classrooms and Offices	At the end of each day
Appliances	Daily
Electronic Equipment	At the end of each use
General used objects like light switches, handles, sinks, restrooms	At least 2 times a day
Buses	At the end of each use
Common Areas	At the end of each use and/or between groups

Deep cleaning is triggered when an active student or employee is identified as positive for COVID-19 based on testing. When a student or employee with a suspected infectious disease is identified and has left the building, their work area, along with any other known places they have been will be thoroughly cleaned and disinfected. The person cleaning and disinfecting will wear a mask and gloves and will discard them immediately afterwards. Hands will be washed and sanitized at the completion of the procedure. During times of a specifically known or suspected disease outbreak, SISD will consult public health officials to determine if there is a proper way to discard waste or if other PPE should be worn by staff.

Additionally, a bleach solution spray bottle and/or disinfecting wipes will be provided to all classrooms, offices, and work locations. SISD employees are required to regularly disinfect personal workstations each day, schedule regular times during the school day for students to disinfect their personal workstations and disinfect all appliances and electronic equipment after each use.

SISD will utilize portable HEPA filter air purifier systems in classrooms and office space to improve indoor air quality.

SISD has contractors coming in to address improvements in air quality and ventilation in district buildings. SISD contracted ATS to develop a condition survey on the Thorne Bay School and to tune and



survey both Coffman and Naukati School buildings specifically focused on each school's HVAC and controls. This will help drive our CIP (Capital Improvement Plan) School Mechanical Control Upgrades in Thorne Bay where we still operate on pneumatic controls.

SISD will be making some improvements in Kasaan to help create space for social distancing and provide updated surfaces that are easier to clean. This is a small three-room school with a detached library that was used by the community as well as the district prior to COVID-19. The building is being repaired and updated surfaces to better serve SISD's needs. Creating space to further isolate groups from each other and to reduce the risk of spread though updated cleaning surfaces.

5. [Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments](#)

If a student or employee becomes ill at work and is exhibiting one or more of the COVID-19 symptoms outlined below they will be asked to leave and go home immediately. If a student or employee becomes ill at home and is exhibiting one or more of the COVID-19 symptoms outlined below they will be asked to stay at home. The student or employee should be tested for COVID-19 and, if necessary, be evaluated by their health care provider. Due to the severe nature of a potential positive COVID-19 diagnosis, parents are asked to immediately pick their student up upon notification from the school that their child is exhibiting symptoms related to COVID-19. Any staff member exhibiting COVID-19 symptoms is asked to immediately notify their direct supervisor of their symptoms and leave school premises.

- Cough
- Shortness of breath or difficulty breathing
- Tiredness or fatigue
- Chills
- Repeated shaking with chills
- Muscle or body aches
- Headache
- Sore throat
- New loss of taste or smell
- Diarrhea
- Congestion or runny nose
- Nausea or vomiting
- Feeling feverish or a measured temperature greater than or equal to 100.3 degrees Fahrenheit

Employees returning to work from an approved medical leave may be asked to submit a healthcare provider's note before returning to work. The student or staff member may not return to school until they have met one of the following criteria:

- If they test positive, they must stay home for 10 days since their first symptom or their positive test, whichever is earlier. Once it has been 10 days, they may return to school once they have not had a fever in 24 hours without the use of fever reducing medicine, as long as their other symptoms are improving.
- If they test negative, they may return to school when they have not had a fever in 24 hours without the use of fever reducing medicine and their other symptoms are improving.



- If they do not get a test, they must stay home for 10 days. They may return to school when it has been 10 days and they have not had a fever in 24 hours without the use of fever reducing medicine and their other symptoms are improving.
- If their health care provider determines there is an alternative diagnosis to COVID-19 causing their symptoms, they may be allowed back to school before 10 days and without a negative test as long as the following criteria are met:
 - Their symptoms have resolved and they have not had a fever in 24 hours without the use of fever reducing medicine, and
 - They have a note from their health care provider saying it is safe for them to come back to school.

Each school will have an illness tracking Google.doc. Staff will be educated on how and why to complete the form. Each student and employee who is absent or sent home due to illness is put on this list, symptoms are documented and travel history (in last 14 days) is charted. Questions that will be asked on the illness tracking Google.doc will be the following:

- What are the symptoms?
- Have they travelled in the last 14 days?
- Have they been in contact with anyone with coronavirus?

While we all hope to avoid exposure to illness from COVID-19, we need to be prepared for that possibility. If you or someone you've been in contact with has been exposed to the virus, our first concern is for your health and safety and those around you. Your local public health authorities make the final decisions about how long quarantine should last, based on local conditions and needs. Follow the recommendations of your local public health department if you need to quarantine. Options they will consider include stopping quarantine

- After day 10 without testing
- After day 7 after receiving a negative test result (test must occur on day 5 or later)

The student and staff member will be allowed to return to school upon receipt of a release from quarantine letter from Craig Public Health. In this rapidly changing situation, healthcare providers should have the most up-to-date information from CDC.

For all out of state travel SISD staff and students shall follow all state travel orders, mandates, and health advisories and alerts.

6. [Diagnostic and screening testing](#)

SISD has prioritized ARPA funding to provide testing for all student extra-curricular events for the student participants and coaches/chaperones to ensure students have access to these "outside" school learning activities. SISD has also prioritized ARPA funding to provide testing for all staff members engaged in district business who are required to travel off island to other Alaskan communities.

In partnership with SEARHC, SISD has a year-long contract for testing. All students and staff members traveling off island for district sponsored extra-curricular events or district sponsored business ~~shall~~ **may be required to** receive a COVID-19 test and negative results prior to travel to ensure all SISD students and staff are symptom free of COVID-19. **Voluntary COVID-19 testing for staff members and students by trained SISD employees may be available at each school site, as allowed by the CLIA waiver.**



Student and staff travel to other Alaskan communities will be determined on a case-by-case basis and will include the current COVID-19 risk level of the community and school.

SISD will follow ASAA COVID-19 Practice Guidelines and ASAA COVID-19 Event Guidelines for athletics and extra-curricular activities.

7. [Efforts to provide vaccinations to educators, other staff, and students, if eligible](#)

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Important Note: The district must review its mitigation plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023).

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- Certified Teachers
- Classified Staff Members
- Parents
- Students
- SISD Administrators
- SISD Technology Director
- Prince of Wales Medical Providers
- SISD Board President

The Committee will meet to review the stakeholder survey data, review the current SISD Smart Start to School Guidelines, review the guidelines with the American Rescue Plan Act Mitigation Template, and develop a Mitigation and Prevent Strategy following DEED's ARPA guidelines.

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**TO: ALL SISD HIGH SCHOOL STUDENTS
& THEIR TEACHERS**



RE: Student School Board Representative Applicants

The Southeast Island School District Board of Education wishes to invite interested secondary students (grades 9 - 12) to apply for the **Student School Board Representative** seat. This is an excellent opportunity to get to know your board members, learn about governance, and take an active role to improve education.

To apply, please send the following items via email to Chris Page Haufe (cpage@sisd.org) with the subject: *Student Board Representative Application*

Application materials must be emailed by **Monday, October 18th**.

Applications must include:

1. Application letter stating why you want to become a student school board representative.
2. Letters of support from:
 - a. one of your teachers **and**
 - b. your parent or guardian.
3. Letter of recommendation from your local ASC representative (e.g. ASC President) or other adult community member.

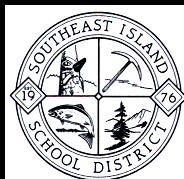
All applications will be reviewed and the 2021-2022 Student School Board Representative(s) will be selected at the regular October Board meeting. The Board of Education may conduct interviews in a workshop before the meeting.

The School Board will expect the student board representative to attend Board meetings and workshops via audio/video conference, report information from student perspective at Board meetings, and report board and meeting information back to students/staff.

Attendance in the virtual Youth Leadership Institute (December 3-5, 2021) – and/or one of the Legislative Fly-Ins/Youth Advocacy Institute (or virtual fly-in, depending on COVID-19 restrictions) in 2022 are possible, depending on the budget.

Thank you for your interest in providing high-quality education to all students.

Sincerely,
SISD Board of Education



OATH OF OFFICE

SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION

“I, _____, do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will honestly, faithfully, and impartially discharge my duties as a Southeast Island School District Student Board Representative to the best of my ability.”

77

Dated at Hollis, Alaska, this 26th day of October 2021

Student Board Representative

Date

Board Clerk, Attest

Date



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska
99919

(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Meeting: September 3, 2021 – Regular Board of Education Meeting
Category: Business Item
Subject: Contractual Agreement with the Hydaburg City School District for THRIVE Grant Services

RECOMMENDATION

It is the administration's recommendation that the School Board approve the Contractual Agreement with the Hydaburg City School District for THRIVE Grant Services.

PERTINENT FACTS:

This is a contract to provide the funds for the salary of the THRIVE grant Local Leader at Hydaburg City School District for the period from October 1, 2021 through September 30, 2022. The contract is funded by the THRIVE grant. Hydaburg is one of the partner districts for the THRIVE grant and, because Southeast Island School District administers the grant, a contract is needed to disperse the funds needed by HCSD to employ the local leader at their district.

RECOMMENDED MOTION:

Approve the Contractual Agreement with the Hydaburg City School District for THRIVE Grant Services.



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska
99919

(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Meeting: September 3, 2021 – Regular Board of Education Meeting
Category: Business Item
Subject: Contractual Agreement with the National Evaluation Group, LLC for THRIVE Grant Evaluation and Consultation Services

RECOMMENDATION

It is the administration's recommendation that the School Board approve the Contractual Agreement with the National Evaluation Group, LLC for THRIVE Grant Evaluation and Consultation Services.

PERTINENT FACTS:

This is a contract for evaluation and consultation services for the THRIVE grant for the period from October 1, 2021 through September 30, 2022. The contract is funded by the THRIVE grant.

The National Evaluation Group, LLC has successfully provided these services for the past two years.

RECOMMENDED MOTION:

Approve the Contractual Agreement with the National Evaluation Group, LLC for THRIVE Grant Evaluation and Consultation Services.



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska
99919

(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Meeting: September 3, 2021 – Regular Board of Education Meeting
Category: Business Item
Subject: Contractual Agreement with the Klawock City School District for THRIVE Grant Services

RECOMMENDATION

It is the administration's recommendation that the School Board approve the Contractual Agreement with the Klawock City School District for THRIVE Grant Services.

PERTINENT FACTS:

This is a contract to provide the funds for the salary of the THRIVE grant Local Leader at Klawock City School District for the period from October 1, 2021 through September 30, 2022. The contract is funded by the THRIVE grant. Klawock is one of the partner districts for the THRIVE grant and, because Southeast Island School District administers the grant, a contract is needed to disperse the funds needed by KCSD to employ the local leader at their district.

RECOMMENDED MOTION:

Approve the Contractual Agreement with the Klawock City School District for THRIVE Grant Services.



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Meeting: September 3, 2021 – Regular Board of Education Meeting

Category: Business Item

Subject: 1st Reading, Board Policy 5040, Student Nutrition and Physical Activity

RECOMMENDATION

It is the administration's recommendation that the School Board move Board Policy 5040, Student Nutrition and Physical Activity, to a second reading.

PERTINENT FACTS:

A recent review of this policy revealed that it needed to be updated. This policy has been updated to reflect the current wording in the AASB model policy.

RECOMMENDED MOTION:

Move Board Policy 5040, Student Nutrition and Physical Activity, to a second reading.

BP 5040 Student Nutrition and Physical Activity

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

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

The School Board understands that:

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

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

(cf. 1020 — Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the

participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group **at least once a year** through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

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

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

(cf. 1000 — Concepts and Roles)

B. Nutrition

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

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. ([7 C.F.R. Parts 210](#) and [220](#)) To the extent practicable, all schools in the district will participate in available federal school meal programs.

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

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of

the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

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

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

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

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

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

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

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

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

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

To the extent practicable:

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.

(b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.

(c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, [on field trips](#), cafeterias, outreach programs and other school-based activities.

(d) Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.

(e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 — Goals for Student Learning)

(cf. 3550 — Food Service)

(cf. 3551 — Food Service Operations)

(cf. 3552 — Regular Lunch Program)

(cf. 3553 — Free and Reduced Price Meals)

(cf. 3554 — Other Food Sales)

C. Mandatory Physical Activity

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

Note: ~~While federal law does not require the language in~~ Section D: Physical ~~Education~~Activity and Section E: Physical ~~Activity~~, districts ~~must have physical activity goals. The following~~Education are optional ~~policy language provides~~policies that provide physical education and physical activity goals ~~that meet the requirements of state and federal law. The District's~~

policies may differ from Sections D and E provided the policies meet the requirements of AS 14.30.360, as described in Section C: Mandatory Physical Activity Guidelines.

D. Physical Activity

Education

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

~~To the extent possible, all schools will provide physical education opportunities for all students. All elementary students in grades kindergarten through eight will be provided with at least 120 minutes of physical education per week, for the entire school year.~~

~~Middle school students shall be provided at least 180 minutes of physical education per week, for the entire school year. When enrolled in a physical education course, high school students shall be provided at least 180 minutes of physical education per week for the duration of the course.~~

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

E. Physical Activity

~~Elementary students will be provided with opportunities for at least 30~~⁵⁴ ~~minutes each day of physical activity, not including time spent in physical education.~~ This time may be accumulated throughout the school day and may include physical education, recess and ~~before/after school-sponsored~~ classroom-based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the ~~30~~⁵⁴ minute requirement as long as it does not replace recess.

When ~~possible~~^{practicable}, recess shall be scheduled before lunch periods and take place outdoors.

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

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

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

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

(cf. 1330 — Community use of school facilities)

E. Physical Education

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

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

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

Option 2: —120 minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least:

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

Option 2: —180 minutes (determined by district capacity) of physical education per week, for the entire school year.

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

F. Communication with Parents

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

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

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

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

(cf. 6020 — Parent Involvement)

G. Monitoring, Compliance and Evaluation

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

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

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

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

Legal Reference:

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

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

Federal Register

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

ALASKA STATUTES

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

Adopted 10/26/16

Revised 01/2018, 10/2019

Adoption Date: 04/09/98

Southeast Island School District



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Meeting: September 3, 2021 – Regular Board of Education Meeting

Category: Business Item

Subject: 1st Reading, Board Policy 6172, Special Education

RECOMMENDATION

It is the administration's recommendation that the School Board move Board Policy 6172, Special Education, to a second reading.

PERTINENT FACTS:

A recent review of this policy revealed that it needed to be updated. This policy has been updated to reflect the current wording in the AASB model policy.

RECOMMENDED MOTION:

Move Board Policy 6172, Special Education, to a second reading.

BP 6172 Special Education

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

~~Whenever possible, the~~

The School Board desires ~~both special education and non-special education~~ children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

~~Upon the identification of a student with disabilities the Superintendent or designee shall form an Individual Education Plan Team to consider needs,~~ A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate ~~environment~~.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of ~~exceptional~~ children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement. –

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within ~~45~~90 calendar days of obtaining parental consent ~~unless a time extension is agreed upon by all parties.~~ 4 AAC ~~52.140~~ requires for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility. –

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

(cf. 3541.2 - Transportation for Special Education Students)

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

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6164.4 - ~~Identification of Individuals with Exceptional Needs~~Child Find)

Legal Reference:

ALASKA STATUTES

[14.30.180-14.30.350](#) Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

[4 AAC 52.010-4 AAC 52.990](#) Education for children with disabilities

UNITED STATES CODE, TITLE 20

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

[1400](#)et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

~~[99.10-99.22](#)~~[99.10-99.22](#) Inspection, review and procedures for amending education records

[300.340-349](#) Individualized education programs

~~[300.500-300.514](#)~~[300.500-300.514](#) Due process procedures for parents and children

[300.550-300.553](#) Least restrictive environment; alternative placements; placement; nonacademic settings

Revised 8/01, 10/2017

Adoption Date: 04/09/98

Southeast Island School District

Using antigen tests for COVID-19 screening in K-12 schools

Remember: A permanent record must be kept of every test performed, including the test result, the time the sample was taken, the date, the full name of person being tested, their date of birth, their contact information, and the name of the person performing the test. Every test result must be reported to the State of Alaska. Any positive test must be reported to the State of Alaska immediately by either leaving a message on the COVID Reporting Hotline (1-877-469-8067) or electronically. In addition, all positive or negative test results must be reported electronically to the State of Alaska as soon as possible, ideally the day the test is performed. Please email Megan Tompkins (megan.tompkins@alaska.gov) to set up electronic reporting before performing any testing.

Regular screening of school staff is recommended by the CDC. Screening means testing staff who have no symptoms and no known exposure to COVID-19 (i.e. do not meet criteria to quarantine currently because of close contact with a person with COVID-19).

The CDC recommends regular screening tests for school staff based on the level of viral transmission in the community. DHSS recommends the following:

High community transmission	Moderate community transmission	Low community transmission
>10 cases/100,000 people averaged over 14 days	5-10 cases/100,000 people averaged over 14 days	<5 cases/100,000 people averaged over 14 days
Test staff twice per week	Test staff once per week	Test staff once every two weeks

Schools may wish to decrease the frequency of testing starting two weeks after a staff member receives the second dose of a COVID-19 vaccine.

Commented [OEL(1): Include this? Is this a valid recommendation?

Schools may also choose to regularly screen high-risk groups within their schools, such as student athletes and coaches who regularly travel for sports competitions. Antigen tests may be used for this purpose. The frequency of antigen tests can be discussed with DHSS, but in general testing more often will give more useful results than testing less often.

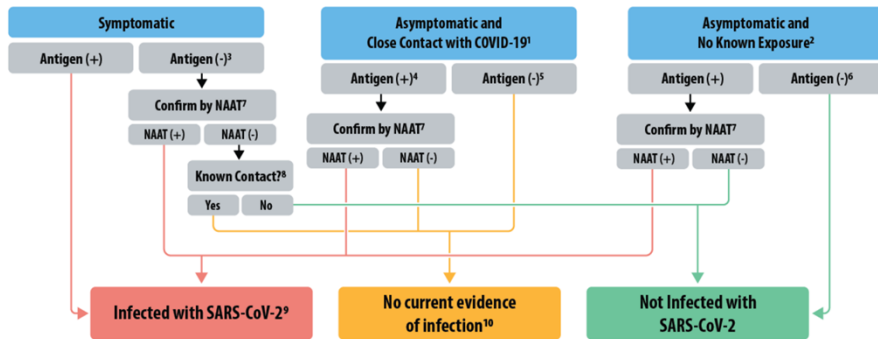
Antigen tests do not replace the requirement for a molecular test to satisfy the AK Travel Health Orders, but a molecular test can replace an antigen test for screening.

Staff and students who have recovered from COVID-19 and have a documented positive PCR test within the last 90 days should NOT be tested as part of a screening program. Instead, they should be considered negative unless they develop new symptoms. If they develop symptoms, they need to isolate themselves and contact their doctor to determine whether they need a test.

To conduct a screening antigen test:

1. Confirm that the person has **no symptoms** and is **not on quarantine**
2. Confirm that the person has **not tested positive for COVID-19 (SARS-CoV-2) in the last 90 days**
3. If the person is under age 18, obtain verbal or written parent or guardian consent and verbal assent from the person; if an adult, obtain verbal or written consent from the person.
4. Perform an antigen test
5. If the test is **positive**, the person needs to get a molecular test and **must isolate** until they have the results from the molecular test. The molecular test will be the final answer for whether they have COVID-19 or not.
6. If the test is **negative**, the person is considered negative.

Figure 1. Antigen Test Algorithm

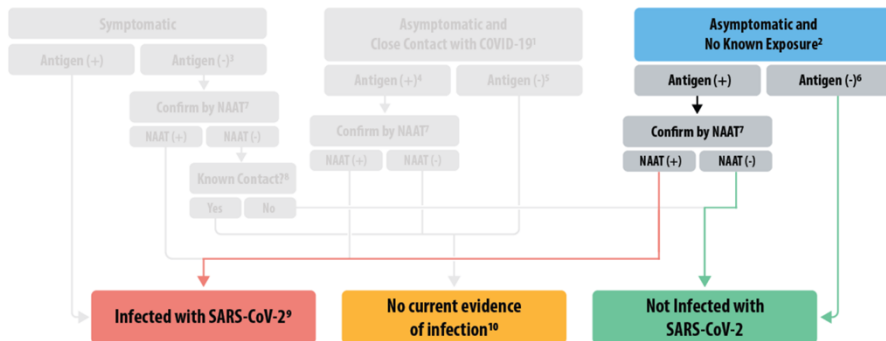


From <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/antigen-tests-guidelines.html>

Note: NAAT means a molecular test. For antigen screening tests, CDC recommends confirming **positive** tests only with a molecular test. Negative results are treated as negatives.

The part of the antigen test algorithm that is relevant to **screening testing** is as follows:

Figure 4. Antigen Testing Algorithm – Low Pretest Probability



More information on the BinaxNOW test:

The BinaxNOW test is an antigen test. To do a BinaxNOW antigen test, a chemical is placed onto the card, a nose swab is taken (not a deep nose swab) and then the swab is placed in a small card, twirled and left in place for 15 minutes. The card performs the test and displays the result in 15 minutes. The result is displayed as either one line or two, similar to a pregnancy test. This means that the test can be easily used in schools or other places that do not have specialized lab equipment.

This antigen test has the same limitations as the other antigen tests described in these guidelines. It is not as accurate as a PCR test. If someone has one or more symptom of COVID-19, a negative BinaxNOW test, like other antigen tests, is **not enough to be able to tell that they do not have COVID-19 and they will need a PCR/molecular test before they can return to school** without completing a 10 day isolation period. If someone has symptoms of COVID-19, we can consider a positive result from an antigen test positive and start contact tracing and quarantining close contacts.

The US Department of Health and Human Services has provided a number of tests to the State of Alaska for use in many settings including schools, and can be requested through your local Emergency Operations Committee. Although the State of Alaska has a finite number of tests available, schools are encouraged to request as many as they think they will need. Federal COVID-19 relief funding allocated to schools may also be used to purchase testing supplies.

The test also integrates with a phone app called NAVICA, which can securely store and display a test result. For more information, see the company webpages at : <https://www.abbott.com/BinaxNOW-Test-NAVICA-App.html> and <https://www.globalpointofcare.abbott/en/product-details/navica-binaxnow-covid-19-us.html> as well as the EUA at: <https://www.fda.gov/media/141570/download>

If you receive these tests, make sure to read all directions and perform the necessary control tests. If you have questions about how to perform tests, how to use or interpret these tests, or whether you have the right certification to do these tests, contact aksmartstart2020@alaska.gov.

Definitions:

Diagnostic test: A test performed in a person who has one or more symptoms of COVID-19 or has been exposed to COVID-19 in the last 14 days

Screening test: A test performed in someone who has no symptoms whatsoever and has not been in close contact with anyone with COVID-19 in the last 14 days

Isolation: Staying home, away from other people, after developing symptoms and/or being diagnosed with COVID-19. A typical isolation period is ten days from the first symptom. A person can come off isolation once it has been ten days since their first symptom, their fever has been gone for 24 hours and their other symptoms are resolving. If they never have any symptoms, it is ten days from their positive test. If they test positive and later develop symptoms, it is ten days from their first symptom, regardless of how far into their isolation period they developed the first symptom.

Quarantine: Staying home, away from other people, after being exposed to (having close contact with) someone with COVID-19. A quarantine period is 14 days after the last contact with a person with COVID-19. If you live with that person, the quarantine period is their isolation period PLUS 14 days after they finish their isolation period. Currently, Alaskans may quarantine for 10 days after an exposure and then return to school on day 11 without a test as long as they continue to watch for symptoms and are very careful about masking, distancing, etc for the full 14 days. Alaskans may also return to school after 7 days (on day 8) after a negative test within 48 hours of returning to school, again as long as they continue to watch for symptoms and are very careful about masking, distancing, etc for the full 14 days.

Symptoms: Any one or more new symptoms from the following list, **even if it is very mild**, is considered possible COVID-19. Anyone with one or more new symptoms should isolate themselves and get tested as soon as possible. Symptom list: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.

PCR test: A test that looks for fragments of virus genetic material from a nose swab or saliva/mouth swab. One brand name is Cepheid. Some PCR tests are rapid tests. All PCR tests are molecular tests.

Molecular test: A test that looks for fragments of virus genetic material from a nose swab or saliva/mouth swab. PCR tests are molecular tests. Some molecular tests are rapid tests. One rapid test brand name is Abbot ID NOW, which is now commercially available but supplies are extremely limited and may not be available in the next few months (for more information, see their website at www.globalpointofcare.abbott/en/product-details/id-now-covid-19.html).

Antigen test: A test that looks for fragments of the outside of the virus from a nose swab or saliva/mouth swab. One brand name is Sofia. Most antigen tests are rapid tests, but some rapid tests are not antigen tests.

Antibody tests: A blood test that looks for a past reaction to the virus. Antibody tests cannot be used to diagnose or exclude COVID-19 so will not be used in this testing guidance.

Close contact: Someone who has been within 6 feet for 15 minutes of someone else with COVID-19, or has had other notable exposure such as having been coughed on. The 15 minutes is cumulative, so even short times spent near someone can count if it happens often.

CLIA certification: A certificate that allows someone to perform a test. The certification costs \$180 currently for a multi-site certificate that lasts for two years, which a district may use for covering up to 200 schools. The certificate can be obtained by submitting Form CMS-116. Forms and more information can be obtained here: [https://www.cms.gov/Regulations-and-Guidance/Legislation/CLIA/How to Apply for a CLIA Certificate International Laboratories](https://www.cms.gov/Regulations-and-Guidance/Legislation/CLIA/How_to_Apply_for_a_CLIA_Certificate_International_Laboratories)

Guidelines for using tests for COVID-19 screening in school sports

Remember: A permanent record must be kept of every test performed, including the test result, the time the sample was taken, the date, the full name of person being tested, their date of birth, their contact information, and the name of the person performing the test. Every test result must be reported to the State of Alaska. All positive or negative test results must be reported electronically to the State of Alaska as soon as possible, ideally the day the test is performed. Please email Megan Tompkins (megan.tompkins@alaska.gov) to set up electronic reporting before performing any testing.

- Although regular screening of K-12 students is not recommended by the CDC, student athletes who travel frequently and/or participate in school sports, and adults that accompany them, are higher risk for COVID-19 transmission. Schools may choose to offer regular screening for these high risk groups.
- Screening means testing people who have no symptoms and no known exposure to COVID-19 (they are not on quarantine). If someone has symptoms or is on quarantine, they should not participate in a screening program.
- Antigen tests may be used to screen student athletes and adults traveling with them or who are frequently near them during practices or competitions.
- Testing more often gives better results. The goal is to test **each member of these high risk groups twice per week** if using antigen tests. Testing less frequently or only testing a portion of these groups at a time may give less reliable results. Testing less frequently than each member once per week is much less likely to give timely, reliable results.
- An alternative to regular testing with antigen tests is a molecular or PCR test within 48 hours before travel or competition.

Antigen tests do not replace the requirement for a molecular test to satisfy the AK Travel Health Orders, but a molecular test can replace an antigen test for screening.

To conduct a screening antigen test:

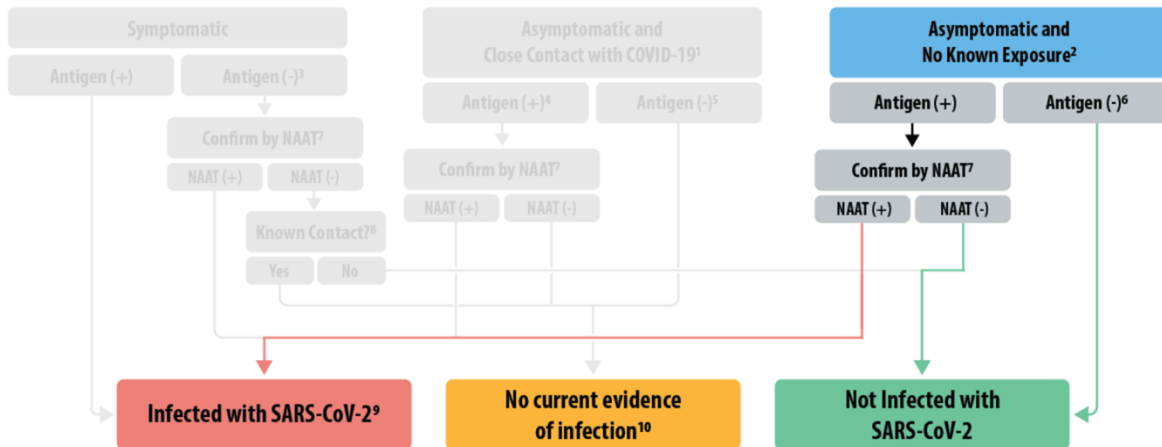
1. Confirm that the person has **no symptoms** and is **not on quarantine**
2. Confirm that the person has **not tested positive for COVID-19 (SARS-CoV-2) in the last 90 days**
3. If the person is under age 18, obtain verbal or written parent or guardian consent and verbal assent from the person; if an adult, obtain verbal or written consent from the person.
4. Perform an antigen test
5. If the test is **positive**, the person needs to get a molecular test and **must isolate** until they have the results from the molecular test. The molecular test will be the final answer for whether they have COVID-19 or not.
6. If the test is **negative**, the person is considered negative.

Staff and students who have recovered from COVID-19 and have a documented positive PCR test within the last 90 days should NOT be tested as part of a screening program. Instead, they should be considered negative unless they develop new symptoms. If they develop symptoms, they need to isolate themselves and contact their doctor to determine whether they need a test.

From <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/antigen-tests-guidelines.html>
 Note: NAAT means a molecular test. For antigen screening tests, CDC recommends confirming **positive** tests only with a molecular test. Negative results are treated as negatives.

The part of the antigen test algorithm that is relevant to **screening testing** is as follows:

Figure 4. Antigen Testing Algorithm – Low Pretest Probability



More simply put,

In a person who does not have symptoms and is not on quarantine, you can trust a negative test. If that person has a positive test, they should get a confirmatory PCR or molecular test within 24 hours and ideally immediately. If the confirmatory test is negative, the person should be treated as negative and the positive antigen test does not count. This is the only situation in which a later negative test can “cancel” a positive test. Any positive PCR or molecular test must be treated as positive, even if a later one or more than one is negative. Retesting after a positive PCR or molecular test is discouraged because it wastes a test and a negative result does not change the result. Similarly, a positive antigen test in someone who has symptoms is positive and cannot be “cancelled” by a negative PCR/molecular test.

All results from all tests must be reported to the State, whether positive or negative.

More information on the BinaxNOW test:

The BinaxNOW test is an antigen test. To do a BinaxNOW antigen test, a chemical is placed onto the card, a nose swab is taken (not a deep nose swab) and then the swab is placed in a small card, twirled and left in place for 15 minutes. The card performs the test and displays the result in 15 minutes. The result is displayed as either one line or two, similar to a pregnancy test. This means that the test can be easily used in schools or other places that do not have specialized lab equipment.

This antigen test has the same limitations as the other antigen tests described in these guidelines. It is not as accurate as a PCR test. If someone has one or more symptom of COVID-19, a negative BinaxNOW test, like other antigen tests, is **not enough to be able to tell that they do not have COVID-19 and they will need a PCR/molecular test before they can return to school or sports** without completing a 10 day isolation period. If someone has symptoms of COVID-19, we can consider a positive result from an antigen test positive and start contact tracing and quarantining close contacts.

The US Department of Health and Human Services has provided a number of tests to the State of Alaska for use in many settings including schools, and can be requested through your local Emergency Operations Committee. Although the State of Alaska has a finite number of tests available, schools are encouraged to request as many as they think they will need. Federal COVID-19 relief funding allocated to schools may also be used to purchase testing supplies.

Some versions of this test also integrate with a phone app called NAVICA, which can securely store and display a test result. For more information, see the company webpages at : <https://www.abbott.com/BinaxNOW-Test-NAVICA-App.html> and <https://www.globalpointofcare.abbott/en/product-details/navica-binaxnow-covid-19-us.html> as well as the EUA at: <https://www.fda.gov/media/141570/download>

If you receive these tests, make sure to read all directions and perform the necessary control tests. If you have questions about how to perform tests, how to use or interpret these tests, or whether you have the right certification to do these tests, contact aksmartstart2020@alaska.gov.

Definitions:

Diagnostic test: A test performed in a person who has one or more symptoms of COVID-19 or has been exposed to COVID-19 in the last 14 days

Screening test: A test performed in someone who has no symptoms whatsoever and has not been in close contact with anyone with COVID-19 in the last 14 days

Isolation: Staying home, away from other people, after developing symptoms and/or being diagnosed with COVID-19. A typical isolation period is at least ten days from the first symptom. A person can come off isolation once it has been ten days since their first symptom, their fever has been gone for 24 hours and their other symptoms are resolving. If they never have any symptoms, it is ten days from their positive test. If they test positive and later develop symptoms, it is ten days from their first symptom, regardless of how far into their isolation period they developed the first symptom.

Quarantine: Staying home, away from other people, after being exposed to (having close contact with) someone with COVID-19. A quarantine period is 14 days after the last contact with a person with COVID-19. If you live with that person, the quarantine period is their isolation period PLUS 14 days after they finish their isolation period. Currently, Alaskans may quarantine for 10 days after an exposure and then return to school on day 11 without a test as long as they continue to watch for symptoms and are very careful about masking, distancing, etc. for the full 14 days. Alaskans may also return to school after 7 days (on day 8) after a negative test within 48 hours of returning to school, again as long as they continue to watch for symptoms and are very careful about masking, distancing, etc for the full 14 days.

Symptoms: Any one or more new symptoms from the following list, **even if it is very mild**, is considered possible COVID-19. Anyone with one or more new symptoms should isolate themselves and get tested as soon as possible. Symptom list: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.

PCR test: A test that looks for fragments of virus genetic material from a nose swab or saliva/mouth swab. One brand name is Cepheid. Some PCR tests are rapid tests. All PCR tests are molecular tests. Some PCR tests can be performed by swabbing your own nose at home and then mailing the swab to a company for laboratory analysis.

Molecular test: A test that looks for fragments of virus genetic material from a nose swab or saliva/mouth swab. PCR tests are molecular tests. Some molecular tests are rapid tests. One rapid test brand name is Abbot ID NOW, which is now commercially available but supplies are extremely limited and may not be readily available in the next few months (for more information, see their website at www.globalpointofcare.abbott/en/product-details/id-now-covid-19.html).

Antigen test: A test that looks for fragments of the outside of the virus from a nose swab or saliva/mouth swab. One brand name is Sofia. Most antigen tests are rapid tests, but some rapid tests are not antigen tests.

Antibody tests: A blood test that looks for a past reaction to the virus. Antibody tests cannot be used to diagnose or exclude COVID-19 so will not be used in this testing guidance.

Close contact: Someone who has been within 6 feet for 15 minutes of someone else with COVID-19, or has had other notable exposure such as having been coughed on. The 15 minutes is cumulative, so even short times spent near someone can count if it happens often.

CLIA certification: A certificate that allows someone to perform a test. The certification costs \$180 currently for a multi-site certificate that lasts for two years, which a district may use for covering up to 200 schools. The certificate can be obtained by submitting Form CMS-116. Forms and more information can be obtained here: https://www.cms.gov/Regulations-and-Guidance/Legislation/CLIA/How_to_Apply_for_a_CLIA_Certificate_International_Laboratories

Guidelines for Establishing a School Testing Program

Communications:

- Discussing testing with the school community either live or via zoom to allow feedback and questions has been helpful to some schools.
- Emphasize that testing is another layer of protection, not a replacement for distancing, masking, hand washing and vaccinations.
- Keep the message positive by reminding folks that testing will help keep the schools safer and open.
- Keeping schools safer helps to keep Elders and communities safer.
- Make decisions about testing in your district and communicate it to the community
 - Is testing required to attend in-person classes?
 - Is testing required to participate in sports and other activities?
 - How often will you offer testing to students and staff?
 - Will certain conditions prompt more frequent testing?
 - Sporting events or large gatherings
 - Sports practices or other activity participation
 - Increase in cases in your community
 - Do you plan to use this funding to offer testing during summer programs?
 - Do you plan to use this funding to offer testing to your preschool program, family members of students and the general public?
- Reinforce the positive message when someone tests positive for Covid-19 that
 - discovering the positive test and
 - isolating the person,
 - limited spread and
 - protected the community,
 - which allowed the school to stay open
- Following HIPAA and FERPA regulations, get consent from parents (for testing minors), adult students and staff to perform a medical test and report it to public health officials.
- Consider how you will encourage hesitant members of your community to participate in testing.
- Use multiple methods to build support like social media, announcement boards, newsletters, text messaging, etc.
- Translate materials as needed.
- Involve influential people (Elders, parents, students, community leaders) to support the testing program with interviews, videos, public statements or leading by example.

Testing:

- Consider the testing methods available and choose one that works for your situation.
- Be sure that your testing plan will be sustainable and cost-effective for 16 months.
- Consider working with partners like health organizations, pharmacies, or testing labs to contract all or part of the process.

- The following tests are available at no charge to schools from the state warehouse. All of these tests have been authorized for use by FDA. Ordering information and training resources are listed in the “Additional Resources” section below.
 - ABBOTT BINAX antigen tests
 - ABBOTT ID Now rapid molecular tests
 - CUE rapid molecular tests
- Consider what types of training your staff needs or what types of equipment you will purchase to provide testing yourself. If you choose to perform testing with school staff or volunteers:
 - Identify a testing team, such as:
 - Testing Program Manager
 - Ensures that staff is trained to perform testing
 - Supervises staff to ensure that testing follows manufacturer’s instructions
 - Ensures that all test results are reported to the State
 - Lab Director
 - Testing Coordinator
 - Testing Reporter
 - Test Observers and Swab/saliva sample collectors
 - Sample Processor (either on-site lab work or packaging samples to be sent to a lab)
 - Schedule the training and practice using the equipment.
 - Develop efficient methods of preparing test materials and labeling samples.
- Some schools conduct testing in the classrooms, and others have the students come to a central testing location, and others have students provide samples as they enter the school. Consider your space and traffic flow to make a testing procedure that works for your situation.

Lab Analysis:

- **If analysis is onsite,**
 - You must obtain a CLIA certificate. This process is handled by DHSS/Center for Medicare and Medicaid Services <http://dhss.alaska.gov/dph/Labs/Pages/clia/default.aspx>
 - Application form is here: <https://www.cms.gov/Medicare/CMS-Forms/CMS-Forms/Downloads/CMS116.pdf>
 - The application form must be completed, and you must receive a CLIA ID number, before you can order testing supplies.
 - Quickstart Guide to CLIA certification <https://www.cms.gov/files/document/cms-clia-laboratory-quick-start-guide-remediated.pdf>
 - Direct contact for CLIA is Katherine Ross - Office: 907-334-2112
Katherine.ross@alaska.gov
 - Decide who will process the test samples
 - Consider what type of equipment you need and what training is required
 - Obtain testing equipment and adequate supplies
 - Schedule the training and practice using the equipment
 - Decide how the test information will be communicated to the State

- **If analysis is offsite,**
 - Decide how samples will be transported to the lab.
 - Arrange for the test information to be communicated to the State
 - Arrange for appropriate communication about any positive tests
- Provide test results within 24 hours.

Additional Resources:

Test supplies can be ordered from the State of Alaska Emergency Operations Center using this form: https://www.ready.alaska.gov/SEOC/Documents/ICS_213_RR_-_pdf_fillable_form.pdf. Send the form to: 2020_COVID-19@ak-prepared.com Be sure to specify that this is a school order.

ABBOTT BINAX (antigen) The BinaxNOW training videos, as well as information on the Navica app for results, can be found at: <https://www.globalpointofcare.abbott/en/support/product-installation-training/navica-brand/navica-binaxnow-ag-training.html>.

Abbott ID NOW (molecular) <https://www.globalpointofcare.abbott/en/product-details/id-now.html>

CUE (molecular) <https://www.fda.gov/media/138826/download>

<https://www.cuehealth.com/what-is-cue/help-and-support#product-documentation>

CDC Guidance for Schools: Operational Strategy for K-12 Schools through Phased Prevention
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080181070

NCAA Organization: Resocialization of Collegiate Sport: Developing Standards for Practice and Competition (This is a 40 page document, and strategies for specific sports are shown in a series of charts beginning on page 19.)
https://ncaaorg.s3.amazonaws.com/ssi/COVID/SSI_ResocializationDevelopingStandardsSecondEdition.pdf

Open & Safe Schools: Bringing Back In-Person Learning Safely with School COVID-19 Testing Programs (This website is still being developed but already offers some good tools.)
<https://www.openandsafeschools.org/>

You can use the “search” function at this website <https://www.fda.gov/medical-devices/coronavirus-disease-2019-covid-19-emergency-use-authorizations-medical-devices/in-vitro-diagnostics-euas> to find out if a test has been authorized. All tests provided by the State warehouse are authorized.



COVID-19 ANTIGEN TESTING CONSENT FORM

THIS FORM MUST BE SIGNED PRIOR TO TESTING

PLEASE COMPLETE THE INFORMATION BELOW

Full, Legal name of Student (<i>First, Middle Initial, Last Name</i>) Please Print		Name of School	
ETHNICITY (CIRCLE ONE) Hispanic Non-Hispanic Other		RACE	Sex
Street Address	Email Address	Birth Date (MM/DD/YYYY)	Age
City	Zip Code	Home Phone #	Cell Phone #

This consent form acknowledges my permission to participate in Antigen testing for the purpose of screening.

Why is the student being screened?

“Screening” is the testing of people for COVID-19 who are asymptomatic and have no known exposure to someone who currently has COVID-19. If someone has COVID-19, but doesn’t know it because they have no symptoms, screening will help identify positive cases so it is spread to fewer people. Test results can be read in 15 minutes, which makes Antigen testing (or screening) efficient for instances like sports teams that need to travel and must be tested within a certain time frame in order to participate.

How is the test conducted?

Samples for testing will be collected by using a nose swab (small swab put into the front part of the nose). The swab will then be placed in a folding card and the test administrator will apply reagent and set a timer. The test results will be read after 15 minutes.

What to Do After Testing

If the result is positive, you will need to leave the building and contact your doctor for confirmatory PCR testing.

By signing this form for myself or on behalf of my student, I agree and attest to the following:

- I have signed this form freely and voluntarily.
- I consent to COVID-19 Antigen testing for the purpose of screening.
- I authorize COVID-19 testing to be conducted via collection and testing through a nasal swab, as recommended by a medical provider, school nurse, or public health official. I understand that testing may

happen several times a week and that I can refuse at any time. This consent extends to COVID-19 testing performed during the 2021-2022 academic year.

- I understand and authorize the test results and other information to be disclosed as permitted by law.
- I acknowledge that a positive test result is an indication of a requirement to self-isolate and wear a mask or face covering as directed.
- I understand that the Southeast Island School District is not acting as a medical provider and that this testing does not replace treatment by a licensed medical professional.
- I assume complete and full responsibility to take appropriate action when I receive the test results either for myself or for my student. I agree I will seek medical advice, care and treatment for myself and my student.
- I understand that, as with any medical test, there is the potential for a false positive or a false negative COVID-19 test result.
- I understand that there will be no out-of-pocket cost for this testing.
- I understand that this consent form will be valid through June 30, 2022, unless I notify the District, **in writing**, that I revoke my consent.
- I freely give this consent and I do hereby release and hold harmless the Southeast Island School District from any and all liability or damage which may result from the disclosure of information herein authorized.

Printed Name of Parent or Guardian (or student if 18 or over)	
Signature of Parent (or student if 18 or over)	Date



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

Meeting: September 3, 2021 – Regular Board of Education Meeting

Category: Business Item

Subject: Declaration of Vacancy: Board of Education Seat 2D

RECOMMENDATION

It is the administration's recommendation that the School Board accept Shane Scamahorn's resignation from the Board of Education and declare Seat 2D vacant.

PERTINENT FACTS:

Board Bylaw 9223 identifies that the School Board may declare a regional school board seat vacant if the person elected resigns. Additionally, the BB 9223 states, "*a vacancy on the Board shall be filled within 30 days by Board appointment. When making an appointment, the Board desires to draw from the widest possible number of candidates.*"

The Board shall:

- 1. Advertise the vacancy in suitable local media.*
- 2. Solicit applications or nominations of any legally qualified citizen interested in serving on the Board.*
- 3. Provide candidates with appropriate information regarding Board member responsibilities.*
- 4. Announce names of candidates and accept public input either in writing or at a public meeting.*
- 5. Interview the candidates at a public meeting.*
- 6. Select the provisional appointee by majority vote at a public meeting.*

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment."

A draft vacancy notice is included with this agenda item.

RECOMMENDED MOTION:

Accept Shane Scamahorn's resignation from the Board of Education and declare Seat 2D vacant.



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VACANCY

SOUTHEAST ISLAND SCHOOL DISTRICT (SISD)

SCHOOL BOARD SEAT 2D

The SISD Board of Education is still looking for candidates for vacant Seat 2D and is extending the deadline for applications. To be eligible, a candidate must reside and be registered to vote in one of the towns within Section 2, which currently* includes the following communities:

Big Salt Lake, Calder Bay, Cape Pole, Coffman Cove, Dolomi Bay, Edna Bay, El Capitan, Hollis, Hyder, Kasaan, Kupreanof, Labouchere Bay, Long Island, Marble Island, Naukati, Point Baker, Port Alexander, Port Alice, Port Protection, Portage Bay, Rowan Bay, Smith Cove, View Cove, Whale Pass

Length of Term: Per Alaska Statute 14.12.070, the person selected to fill Seat 2E will serve until a successor is elected in the next regular election (10/05/2021).

Interested parties need to send a letter of interest to the SISD Board of Education. Please submit letters of interest to the District Office by:

Tuesday, November 10, 2021

Letters of interest can be hand delivered, faxed, emailed, or mailed
(see letterhead for addresses/numbers).

If no letters of interest have been received by 11/10/21, the deadline will be extended until one or more applications have been received. Updated information will be posted on www.sisd.org

Candidates will be interviewed either in a work session

* DEED will decide whether/how section boundaries will be recast by approximately 11/15/21. If the towns in each section change, eligibility will be determined based on the updated section seat and community distribution.

or during a board meeting.

DRAFT

SISD BOARD MEETINGS CALENDAR OF AGENDA ITEMS

August	<ul style="list-style-type: none"> • Welcome Staff and Students • Crisis Response Plan Review • Student Handbook Review • Parent Involvement Policy and Handbook Review • Annual Public Notices to Parents • Six Year Capital Improvement Plan Approval • Board Policy Updates • Title I District and School-Wide Plans
September	<ul style="list-style-type: none"> • Site Enrollment • Review Student Assessment Data • Graduation Date Approvals • SISD Resolutions (AASB Call for Resolutions) • Plan AASB Leadership Conference Attendance • Annual Progress & Summary Report for Student Nutrition and Physical Activity • Work Session: ASC Officer Election Certification; ASC Training & School Year Goals/Objectives Development
October	<ul style="list-style-type: none"> • New Board Member Orientation Work Session/Oath of Office • Board President and Clerk Elections • Appoint Legislative Liaison & Advocate for AK Youth Liaison • Appoint Student Board Representative(s) • Review AASB Resolutions • Report Student Count • Board Public Opinion Survey
November	<ul style="list-style-type: none"> • Audit Review/Budget Revisions • Annual audit of student organization accounts (ASC) • AASB Conference • Review and Refresh Strategic Plan/timeline
December	No Scheduled Meeting
January	<ul style="list-style-type: none"> • Budget Revisions • Plan for February Legislative Visits • ID Lobbying Strategies & Issues for Legislative Visits • Superintendent Evaluation
February	<ul style="list-style-type: none"> • Plan for AASB Spring Fly-In (if attending) • Board Self-Evaluation/Goal Update and Review
March	<ul style="list-style-type: none"> • Budget Development • Teacher Contracts • AK STEPP Needs Assessments • School Calendar Adoption
April	<ul style="list-style-type: none"> • Graduation Attendees • Budget Development • Teacher Contracts • Capital Improvement Plan/Facility Needs Report
May	<ul style="list-style-type: none"> • Budget Development • School District Report Card to the Public • Bruce Hill Scholarship
June	<ul style="list-style-type: none"> • Budget Adoption • Board Policy Updates from AASB • Disciplinary Action Data Review • Curriculum Quarterly Reports
Every Month	<ul style="list-style-type: none"> • Policy Review • Stipend and Mileage Forms ¹¹¹ • Exemplary Stakeholder Nominations

ASC Agenda

Barry C. Stewart Kasaan School

09/30/2021

Call to order: 4:20pm

Attendance: Mike Congdon, Jessica West, LaNeice Congdon, Karen Freese, Terry West

Approval of last meeting minutes (30min)

Jessica motioned to approve Terry second.

Adjustments to agenda

- **Swing set:** Maria was getting a swing set through a grant but now no one knows what is happening with that. Terry will contact Maria to figure it out. Contact Thorne Bay School to find out about the playgrounds at other schools.
- **Fresh snacks for the kids:** Contact the School District about this program. Otherwise we can provide some healthy snacks.
- **Fridays:** We need to have some school activities on Fridays in order to make up the first week of school that we missed because of COVID. Terry would like to use one of the Fridays to make drums with the kids and OVK. The dates are: Oct 15th, Nov. 19th, April 15th, May 20th. Flyers will be sent home.

Ellect ASC officials: Jessica West was nominated as President. Karen Freese nominated as Vice President, LaNeice Congdon nominated as Secretary. Terry West nominated as Treasurer. All approved. Motion carries.

Treasury report: Our Bank account is \$19,665.26

Lead teacher report: Had a little bumpy start with COVID. Otherwise it has been a great start for the school year. Mike encourages everyone to voice their opinions or concerns. Things are getting done outside with the construction projects. Mike will request for them to switch the basketball hoops around. Library is coming along well. We would like new carpet. The boiler building well be done fairly quickly but the actual boiler will take a while.

Student Board Representative: The previous school board rep was Kaylee Scamahorn who is no longer in our school. Juda West is the only high school student here. We will ask him if he would be willing to serve in this position.

Sports

Middle school basketball

We have kids who would like to form a team. We are trying to get a coach. Starts on Tuesday. There are some kids from Thorne Bay who would like to play on our team. We need to figure out how to practice and join with the Thorne Bay kids. (and get a coach)

Cd player for read along books and headphone jacks: Karen would like to purchase a CD player and headphones.

Christmas program: We would like to start a music program to prepare for the Christmas Program. Homemade native drums. Acting play is an idea. Practice will be at Jessica's house!

Old information:

Motions:

- Jessica Motions to spend \$650.00 on pumpkins and prizes and food for the Pumpkin Fun Day, Terry West seconds. All in favor. Motion Carried. Oct. 22nd 5:00pm.
- Jessica Motions to spend \$100.00 on a CD Player and headphones. Seconded by Terry. All in favor. Motion Carried.
- Jessica motions to set aside \$50.00 a month for healthy snacks for the kids just in case the district will not provide it. Terry seconds. All in favor. Motion carried.
- Jessica West motions to remove Shane Scamahorn , Nannette Scamahorn, Margaret Young from our bank account. Also motions to Put Mike Congdon , Jessica West , Terry West on the account. Karen Freese seconds. All in favor. Motion carried.

Motion to adjourn Jessica west, Seconded Karen Freese all in favor. Motion carried.

Howard Valentine School

ADVISORY SCHOOL COUNCIL AGENDA

Date: Wednesday, September 29, 2021 Time: 4:00pm

- A. Call to order: 4:07pm**
- B. Approval of agenda: Janie makes a motion to amend the agenda to include her in people to be heard. Yvonne seconds, all in favor, motion passes**
- C. Approval of minutes: None**
- D. People to be heard: Janie wants to plan a pool party with the students. The Arts and Seafood committee wants to use the school for a crafts sale on Nov. 13.**
- E. Student Representative Report (5min): William Collins announced that we completed MAPS testing, the students will be opening up a student store, the students will do a bake sale fundraiser.**
- F. Committee Reports (5 min): No committees at this time.**
- G. Superintendent's or Principal's Report (5 min):**
 - 1. Items for Discussion
 - i. School wide Improvement plan (follow up from 2020-21 discussions - review of data)
 - ii. Carl Perkins Act Grant- There is a grant for Career and Technical Education (CTE) in the amount of \$15,000. The school is working on a much larger grant and doesn't want to pursue this funding.
 - iii. Title Programs Overview
 - iv. SISD Wellness Policy
 - v. Recruitment of an SISD School Board Student Representative- There are two seats available for the entire school district. Students who are interested should apply.
- H. Administrative Reports**
 - 1. Lead Teacher Report (5 min)
 - a. Student poems publications
 - b. Business class
 - c. Giant potato harvest
 - d. Cooking Event: Jelly/jam, apple and rhubarb pies, blueberry muffins
 - 2. Treasurer (5 min) – We have an account balance of \$17,785.40
 - 3. President's/Vice-President Report (10 min) – Janie wants to have a pool party with the students on Oct.22.
- I. Items for Advisory School Council Consideration**
 - 2. Old Business- None
 - 3. New Business

- a. Hold ASC officer election- Nhung nominate Sara Bateman for vice-president, Yvonne seconds, all in favor, Sara is the vice president. Janie nominates Nhung for secretary, Yvonne seconds, all in favor, Nhung is the treasure
Janie nominates Judy Adamson for Treasure, Sara seconds, all in favor, Judy is the treasure
Sherry nominate Janie for president, Yvonne seconds, Janie is the President
- b. Propose to have training on Robert's Rule.
- c. Propose to have a Halloween Carnival in the school. Janie makes a motion to have a Halloween Carnival on the 30th of October from 12:30-4:00, Yvonne seconds, all in favor, motion passes
- d. Propose to fundraise for student business, student store, to purchase a small drink refrigerator and microwave. Students will prepare teas and coffee and make rhubarb and apple pies, blueberry muffins, jams and jelly. Nhung make a motion to approve a bake sale fundraiser to raise funds for the student store, Yvonne seconds, all in favor, motion passes
- e. Propose to set up a student business account with ASC. Nhung makes a motion to approve a student business account in the ASC account, Janie seconds, all in favor, motion passes
- f. Propose to have students do janitorial service 15 mins after school and have earnings deposit into the ASC account. Nhung Makes a motion to approve the students to a janitorial services fundraiser for the ASC account 15 mins afterschool, Janie seconds, all in favor, motion passes.

J. Attendance: Chrissy Hull, Sara Bateman, Yvonne D., Judy Adamson, Nhung Dinh, Sherry Becker, Sharlet Collins

K. Adjournment: Yvonne makes a motion to adjourn, Sara seconds, all in favor.

L. "After Meeting Workshop" starts Next meeting to be Wednesday, October 27 @ 4:00pm

ASC Minutes September 2021

Molly Kimzey <mollyowentaylorkimzey@yahoo.com>

Fri, Sep 3, 2021 at 4:35 PM

To: Julia Trischman <jtrischman@sisd.org>, "cpage@sisd.org" <cpage@sisd.org>

Port Alexander ASC Meeting 9/2/21
Meeting called to order by Molly at 4:12
Present were Becky Saffold, Sarah Patrick, Julia Trischman and Molly Kimzey, Nobody on zoom.

Becky made a motion to approve May minutes, Sarah 2nd. AIF motion passed

No reports this time as we are missing Treasurer and no D.O.

Elections: Nominated Shanna for Treasurer, Sarah for President, Julia for Secretary and Molly for Vice President. Motion passed 3-1 This will take place at next meeting

BINGO- Becky motioned to order supplies, Sarah 2nd, AIF motion passed. 1st Bingo of the year will be 9/24 at 2pm. Kids will organize and get Shanna's help to order Nacho stuff and items to sell.

Snack- Becky motioned to approve snack monies for the school year in the same amount as previous years. Julia 2nd AIF motion passed.

Sarah motioned to adjourn meeting, Becky 2nd. AIF motion passed.

Meeting adjourned by Molly at 4:29

Port Alexander ASC

Date/Time: October 7, 2021 3:55pm

Attendance: Molly, Deb, Shanna, Julia, and Becky

Meeting called to order by Molly at 3:55 pm.

Motion to approve minutes made by Debe, 2nd by Shanna, AIF.

Reports:

District Office: no report

Teachers - kids, teachers, and volunteers are all having a fun time learning and exploring together. AAATTSA just finished their 5th week of curriculum. Ended this week with acidification of the ocean. Kristina from Sitka Sound Science Center is coming to PA for Marine Debris study. She will be here for 3 days facilitating marine debris with the students. Elementary is having fun exploring nature through the arts and sciences. We are currently learning about world cultures for social studies.

Financial: We had to transfer banks to First Bank, and are having difficulty getting the paperwork all people's signatures to set up online banking. We do have checks, and a balance of a little less than \$7000. We made over \$300 during a community event that was donated to the school.

Student Council: No students in attendance, no active student council, but city council student application was sent out to AJ. Sage will be getting an application in the next week.

Old Business:

- BINGO donation event- Was on September 24th and community donated slightly over
 - \$300 to the school
 - New date set for 2:00 on 10/15/21
- AAATTSA Activity Schedule: (all are welcome, not just AAATTSA students)
 - Boardwalk service project - 9AM on 10/16/21
 - Mirror Art with Deb - 10AM on 10/9/21
 - Tie Dye - 10/22/21 - time to be determined
 - Paint night - 3:00pm- 10/23-21

New Business:

- Halloween
 - up to \$200 motion was made by Shanna, 2nd Deb, AIF, motion passed
 - bobbing for apples, kelp carving, bag decorating, Treasure hunt
 - scary movie on October 30th at school commons
 - School Halloween party/ community Halloween night will be on 10/29/21
 - Becky will send down \$20 of pumpkins for event.
- Fundraising

- Pizza (Super Bowl supplies) and Bingo Supplies
 - Motion made by Shanna and 2nd by Julia to use up to \$400 for pizza supplies and \$200 for Bingo supplies. AIF , motion passed

- Vote for new President
 - Molly motioned and Shanna second for Debra Gifford. - AIF, motion passed
- Recycling
 - Waiting until next week to talk to Kristina from Scientists in the Schools to set up our high school students with Sitka high school students.
 - Walt will sponsor bags to put cans in to recycle

- Field Trip to Sitka November 4-8th
 - Shanna motioned, Deb second to use up to \$1000. , AIF. motion passed

Shanna motioned to adjourn, Deb second, AIF Motion passed.

Adjourned at 5:22 pm by Molly

Thorne Bay School

ADVISORY SCHOOL COUNCIL Minutes

Date: 8/23/21

Join Zoom Meeting

- I. **Call to order:** meeting called to order at 6:11pm; Laura 1st; Joanna 2nd; quorum was established
- II. **Approval of agenda:** Laura 1st; Sherry 2nd
- III. [Approval of minutes from the 21 April 2021 meeting](#) - Laura 1st; Loubeth 2nd
- IV. **People to be Heard:** n/a
- V. **Student Council Report** (5min): tabled until next meeting
- VI. **Communications** (5 min): n/a
- VII. **Individual/Committee Reports** (5 min):
 - A. **Activities Director:** Aly Howell was hired and will be invited for next meeting
 - B. **Coaches:** Aly is Cross Country Coach; Mel Cook is basketball coach and James Stevens is archery coach
 - C. **Extracurricular Activities/Non-Sports Related:** n/a
 - D. **Testing Coordinator:** n/a
 - E. **Curriculum Coordinator:** n/a
- VIII. **Administrative Reports:**
 - A. **Superintendent's Report and Training (15 min.):** Back to School Plan is posted on the website; School Board Worksession will review 3 plans submitted; Plan A is the plan that is in place for the first few days of school
 - B. **Principal's Report (15 min.):** (read aloud by ASC Chair)

1. Our new secondary hire, Sam White and family, came in on Friday the 13th. We are expecting our new elementary/middle school hire, Sonya Cook, on August 19. We are still looking to hire 2 cooks and 2 paraprofessionals. We are hopeful that this will still come together! Aly Howell is our new district AD, so we're super stoked about that and excited for her! She is also heading up our K-8 and 9-12 Cross Country Teams. Mel Cook is also our boys' basketball coach, and James Stevens has retained his TBS archery coach position. We need wrestling coaches for all 3 levels, mixed-6 volleyball coach, girls' basketball coach, and an ecoach. We are hopeful that the students will be able to get involved in these after school activities without Covid issues interfering with their joy. School starts the 30th, and staff are busily preparing classes and classrooms! Our school wide theme this year is, "From tiny seeds to mighty cedars, we THRIVE!" and we're excited to bring back Monday Community! We are off to a great start.

- B. Advisory School Council Chair's Report: Limiting meetings to an hour whenever possible in the future and will limit public comments in order to keep the meeting to one hour;
- C. Advisory School Council Treasurer's Report: Main checking account balance: 44,137.17 cents; 1 cd is monthly and another that Laura will get that one switched. Main checking account is the only account with activity;

IX. Items for Advisory School Council Consideration:

- A. Review Norms for the ASC meetings:
[Robert's Rules of Order](#) (link needs to be updated)

- B. Responsibilities of the ASC

[ASC Handbook](#) ASC Handbook is shared with all and should be reviewed by all officers; (link needs to be updated)

[ASC Board Policy](#)

C. Fundraisers for the school year should be planned in advance so we have time to plan and carry through

D. Check on committee members - Do we have any vacancies? No vacancies so far; Heather will check with Brandi to see if she will be able to continue as secretary

E. Old Business-

1. [Thorne Bay School Improvement Plan](#) - no motion necessary

F. New Business-

2. Dates for Graduation and Wolverine/Black and Gold

- a) Wolverine/Black and Gold: 5/24/2021 (half hour intermission between)

- b) Graduation: 5/25/2022 - Motion made by Sherry to approve graduation date to 5/25/22 at 6pm; Laura 2nd

3. Kaylee Scamahorn (Kasaan) was not paid a credit due and she is now moving to Ketchikan. She has submitted receipts and would like to be reimbursed

Notes: (Heather will attach the email and receipt on this agenda so that all have access); Will be tabled until next meeting - documentation needs to be received by student/parent

4. Review student handbook - tabled to next meeting - Board needs

5. Schedule Next Meeting:

X. **Attendance:** Heather Mendonsa, Loubeth Vaughn; Joana Schneider; Laura Clark; Sherry Becker

XI. **Adjournment:** Members decided that ASC meetings for TB School will be held on 4th Wednesday of every month; Sherry motioned - Everyone 2nd

XII. **“After Meeting Workshop” starts.** (Discussion topics can be forwarded to the next meeting agenda if more member input is needed.)

Thorne Bay School

ADVISORY SCHOOL COUNCIL Agenda

Date: 9/22/21

Join Zoom Meeting

<https://us02web.zoom.us/j/89765130240?pwd=UityMXN1SGt1bE8wcUxZdyswSk40dz09>

Meeting ID: 897 6513 0240

Passcode: 889880

- I. **Call to order:** @ 4:03
- II. **Pledge of Allegiance**
- III. **Attendance:** Heather, Loubeth, Jo, Amy J, Sherry, Laura C, Tony Lovell, Brandy, Aly, Terri, Sam, Amy McD.
- IV. **Approval of agenda:** Loubeth moves to approve the minutes of 8/23/2021 and Jo seconds.
Motion passed
- V. **[Approval of minutes from the 23 August 2021 meeting](#)**
- VI. **People to be Heard:** Tony requested to put in gazebos for the students and parents to have a dry place to stand around the school. Communication needs to be better with canceled events.

Brandy would like to be a board member, but not the secretary. We need to work on the technicalities to make a change in the board members. **This would need to be done by ASC vote. A motion would need to be made and a vote would need to be taken.**
- VII. **Student Council Report** (5min): N/A - Job posted but no applicants yet.
- VIII. **Communications** (5 min): None
- IX. **Individual/Committee Reports** (5 min):

- A. **Athletic Director:** Cross country is currently underway. High school Cross Country has been at it for a month. Three races left, Regionals is next weekend in Ketchikan. Elementary Cross Country has been going on for about a month. Thank you to parent helpers! First home race this weekend in Thorne Bay. Outer sites except Hollis are attending, they will attend virtually. Coach positions for mix-6 volleyball, and wrestling(elem, middle, high) are posted. Volleyball first tournament this weekend. Need a coach. All travel will need both a male and female chaperone. We can start Volleyball late, we will not be disqualified. Esports also needs a coach, the first match is in a couple of weeks. This is a district wide sport. All the computers and materials are here in Thorne Bay, we just need a coach. There are two seasons of Esports; Fall and Spring. Middle School basketball starts in October, need a coach and the position needs to be posted. We need to make sure that we are posting for coaches 3-4 weeks before the sport starts so we can get the background checks done in time. What do we do if we want to add a sport?-Talk with the principal or lead teacher of the site
- B. **Coaches:** Questions from Aly: If we have a stipend for a coaches based on the number of students, do we have a budget for an assistant coach when we have a large team? Stipend is determined by the Coaches handbook. Ask Joanna to take it to the Admin meeting. It would more than likely have to be additional money out of the school's activity budget - you just have to determine at the site level how the money in that budget will be spent throughout the year;
- C. **Extracurricular Activities/Non-Sports Related:** See later notes.
- D. **Testing Coordinator:** None.
- E. **Curriculum Coordinator:** None.
- X. **Administrative Reports:**
- A. **Superintendent's Report and Training (15 min.):**
- a. **Wellness Policy Review**
- i. [Current Board Policy](#) -,
- ii. [Proposed Board Policy](#) wellness policy, needs stakeholder input/approval on an annual basis. Need to make sure that wording

allows us to sell food for fundraisers and as concessions. Current wording does not allow any food brought in and shared with students.

iii. Make up Fridays (4 student days) - need to be approved by ASC

We had to postpone school and the school elected to switch out teacher work days with student days to make up those student days. See notes below for further information.

B. Principal's Report (15 min.):

We've had an awesome start to the school year! It is wonderful to see students in the building. The Commons is being thoroughly enjoyed with its new facelift, including activities the students can enjoy together.

We had our first positive Covid case in the school! While that classroom has been out quarantining, their teacher has been making a concerted effort to meet with each one 1:1 in their homes. Parents have seemed appreciative of the extra time and effort.

Students' test scores were low across the board, with few proficient or above proficient. We spent some time on testing data in our last teacher's inservice. Across the state and country, testing scores are low. A large reason for this is believed to be Covid interference. We have different online tools (such as IReady) in place to fill in gaps and to support student growth.

We are struggling to hire cooks. If anyone knows anyone who would be interested in a part time job putting a smile on students' faces, send them our way!

1. **Advisory School Council Treasurer's Report:** No activity in our checking account. Everything is the same as last month. Last activity was 6/14. The Concession account currently has a balance of ~\$2700.

XI. Items for Advisory School Council Consideration:

- A. Fundraisers for the school year should be planned in advance so we have time to plan and carry through

[From 3/3/21 ASC Notes:](#)

Fundraising Update from committee work:

We are working hard with Aly to make sure that we have fundraisers this year to support our students and their athletic activities.

- a. Laura Clark working with the Activities Director to develop a form outlining procedures and for parents and student athletes to acknowledge their responsibilities. Laura is also working on the development of a form to track student fundraising participation (to pay off their debt) and parent participation in assisting in paying off student debt.

This form outlines what the ASC's role in Fundraising and monetarily supporting students. Students will need to fill out a Traveling Funding Commitment Form and the coaches will need to fill out The ASC Agreement form for any sports travel.

- b. Activities Director is responsible for training coaches (the entire coaches handbook and the ASAA handbook) and this includes ensuring that coaches understand their responsibility for fundraising for their team and the process to follow to get fundraising activities approved.

Aly is working to get everything in order for this year and to help coaches understand this process.

- c. Students (and coaches) must approach and request an in practice appointment with two ASC members to complete the travel funding commitment form.

Clarification: To request money for an activity you do not have to come to an ASC meeting, you just need to have a meeting with two ASC Board Members

- d. ASC and Superintendent must approve fundraising activities prior to fundraising events occurring.

We need a committee to update our board policy on fundraisers as students needing to attend a meeting and get ASC and Superintendent approval to hold a fundraiser.

- e. Students need to attend the ASC meeting to request use of funds for an activity (sports related travel, equipment, uniform, etc.) End of Travel Report

End of travel report was not common, but was just a short summary of what they did on their trip.

Loubeth proposes to start a committee to review the ASC Handbook and Board policy to clarify and streamline our role and the process of fundraising. Amended: ...start a committee to review the Asc Handbook, Coaches handbook, and Board policy to clarify and streamline our role and the process of fundraising. Brandy seconds. Motion passes.

Committee Volunteers: Aly, Tony, Heather, Loubeth, Brandy

B. Old Business-

Updated Links :

1. [ASC Board Policy](#)
2. [ASC Handbook SISD FY21.ppt](#)
3. [ASC Training Document PDF](#)
4. [Fundraising Contract \(SISD document\)](#) - also review student handbook info on fundraising

F. New Business-

1. Make up Fridays: must decide and submit to the DEED
 - a. Move that the following dates be used as “makeup” for the late start:
October 1 (Archaeological dig in Coffman Cove)
November 12 (School and Community Cleanup / race car derby)
April 15 - Swim Day in Craig
May 20 - BBQ at Sandy Beach

Brandy makes a motion to approve these dates. Loubeth seconds. Motion Passes.

2. Fall Festival: ASC Fundraiser (Do instead of Back to School)
 - a. Need to communicate w/ businesses (AK 49: Nikki)
 - b. Theme: Kid Friendly - Teachers chose Clue (Kids pick up clues in each room, solve the mystery, and enter for a prize)

- c. Suggested cost (from teachers): \$5 per person or \$20 per family.
Separate rate for meal purchase. We need ideas for food.
- d. Raffles ahead of time for sports? The final drawing could be at the end of the evening (outside)
- e. Teachers suggested doing a Fall Festival (or Family Fun Night) around the 11th because Clue is not a Halloween theme. (Veteran's Day, so the school may want to change the date.)
 - i. <https://www.orientaltrading.com/>
 - ii. Move to spend up to \$500 in activities and decor

Brandy motions to approve a fall festival with funds not to exceed \$500. Date to be determined.

Tony seconds. Motion Passes.

2. Friday Enrichments (some combined with fundraisers)

- i. <https://www.thinkoutsideboxes.com/>
- ii. <https://ivy-kids.com/>
- iii. Once-a-month gym movie night or another activity
 - a. Use concessions stand

Heather moves to table point 2 until next month. Loubeth seconds. Motion passes.

3. Use of building request

City of Thorne Bay requests to host the Prince of Wales Annual Art Extravaganza here at the school.

The city is aware that the ability to host this will depend on the Covid situation at the time and CDC guidelines.

Brandy motions to approve this request. Tony seconds. Motion passes.

Aly would like to request a fundraiser for High School Cross Country for this Saturday, September 25 at 9:30am-12pm. In the gym foyer, using the concessions stand. Requesting funds not to exceed \$500.

Tony motions to approve a fundraiser this Saturday, September 25 at 9:30am-12pm in the gym foyer, using the concessions stand for the High School Cross Country requesting funds not to exceed \$500. Amy seconds. Motion passes.

XII. Adjournment: Heather motions to adjourn at 5:42pm. Tony Seconds. Motion passes.

(Next meeting will be held on October 27th at 4pm)

XIII. “After Meeting Workshop” starts. (Discussion topics can be forwarded to the next meeting agenda if more member input is needed.)

1. Power Student Findings (also from 3/3/21)

- a) [Power Student Guidelines](#) and [Power Student Letter](#)
- b) Change name to Wolverine Student (to prevent confusion)
- c) Still include middle school? (\$400)
- d) Keep the same money amounts? (\$800 for 9-12)
- e) What they are intended for
- f) Where does money come from

Thorne Bay School

ADVISORY SCHOOL COUNCIL Agenda

Emergency Meeting

Date: 10.14.21

Join Zoom Meeting

<https://us02web.zoom.us/j/85246815790?pwd=aDJCN0d2VVI0SXZ5aHUrd1R0TG5OUT09>

Meeting ID: 852 4681 5790

Passcode: 397011

- I. **Call to order:** 4:08 Amy Motions to start Meeting, Terri seconds
- II. **Pledge of Allegiance**
- III. **Attendance:** .Amy Jennings, Heather Mendonsa, Joanna Schneider, Terri Kohn, Loubeth Vaughn, Laura Clark

XIV. New Business-

- A. Ticket Proceeds to benefit family in need
 - a. Klawock AC willing to sponsor classroom activities through use of a gift card; we would use ticket proceeds to purchase a gift card for food items through Klawock AC for the family's use
 - b. AK-49 also sponsoring the event through providing pizzas for concessions

Joanna moves that the TBS ASC use the ticket proceeds from TBS's Fall Festival to purchase a gift card for food and other necessities from Klawock AC for the Seafords. Amy Seconds the motion, Heather, Terri, Loubeth, Joanna, Amy approves. Laura dissents.

XV. Adjournment: Loubeth motions to adjourn, Terri seconds.

Meeting adjourned at 4:32pm

Whale Pass School

Advisory School Council Meeting Minutes

Tuesday, September 28, 2021

- A. Call To order: 3:32pm
- B. Approval of agenda:
Motion by Caren Cooke, second by Kayleena Toman
Approval of minutes from meeting: **Wednesday, May 26, 2021**
Motion by Caren Cooke, seconded by Kayleena Toman
- C. People to be heard: **Andy Cook, Sherry Becker**
- D. ASC Officers:
- Principal---**Deidre Jenson**
 - Superintendent— **Sherry Becker**
 - President—
 - Treasurer—
 - Lead Teacher— Andy Cook
- E. Items for Advisory School Council Consideration:
- New Business:
 - **Current Bank Balance- \$8,729.59**
 - **Drawing for gun calendar—**
 - **Winner was Kathleen Harding, Wrangell, AK**
 - **School wide Improvement plan-** Presented by Sherry Becker
 - **Perkins Grant-** Presented by Sherry Becker
 - **Title IA-** Presented by Sherry Becker
 - **SISD Wellness Policy-** Presented by Sherry Becker
 - **Migrant Ed. Grant-** Presented by Sherry Becker
 - **ASC Training and Handbook- Board Policy and Robert Rules of Order-**
 - **ASC dinner planning-** Planning to buy pizza ingredients with ASC funds, make pizzas with Toman's and Cooke's pizza ovens and distribute to town gratis, although donations will be accepted.
 - **Election of new ASC officers;** Discussion was to identify candidates during the next month and hold the election at the October meeting.
- F. Announcements:
- **Date of next ASC meeting: October 26, 2021**
- G. Adjournment: Motion by Kayleena Toman, seconded by Astrid Cook, meeting adjourned at 3:56pm
- H. Attendance: Andy Cook, Sherry Becker, Astrid Cook, Caren Cooke, Kayleena Toman, Elisa Rosier, Meghan W., Christine Cook, Sharon Toman

**September 2021
Travel Report**

<i>Name</i>	<i>Airfare</i>	<i>Ferry/Taxi</i>	<i>Lodging</i>	<i>Per Diem</i>	<i>Registration Fees</i>	<i>Car Rental/ Taxi</i>	<i>Total</i>	<i>Amount to be Reimbursed</i>	<i>Funding</i>	<i>Reason for Travel</i>	<i>Notes</i>
Student Athlete	\$ -	\$ 300.00	\$ -	\$ -	\$ -	\$ -	\$ -		100.628.70 0.425.100	Meet @ Wrangell	
Coach/ Chaperon		\$ 300.00							100.628.70 0.425.100	Meet @ Wrangell	
Superintendent	\$ 501.31		\$ 649.60	\$ 300.00	\$ 300.00		\$ 1,750.91	\$ 1,750.91	100.649.51 2.410	Fall Board Acad. 2021	CANCELLED
Board Member	\$ 517.54		\$ 649.60	\$ 312.00	\$ 499.00		\$ 1,978.14	\$ 1,978.14	100.649.51 1.410	Fall Board Acad. 2021	CANCELLED
HS XC to Sitka X5	\$ 2,590.00			\$ 120.00			\$ 2,710.00		100.628.70 0.420/425. 100	Sitka Meet	
HS XC to Juneau X8	Used credits	\$ 761.60		\$ 240.00			\$ 1,001.60		100.628.70 0.420/425. 100	Juneau Meet	
Totals	\$ 3,608.85	\$ 1,361.60	\$ 1,299.20	\$ 972.00	\$ 799.00		\$ 7,440.65	\$ (3,729.05)			



Summary

[Register Now](#)

[Already Registered?](#)

2021 Virtual Youth Leadership Institute

December 3, 2021—December 5, 2021

Connect With Youth Across the State!

Who should apply to YLI 2021?

YLI is open to any high school student who wants to practice new leadership skills and create positive change in their school district and community.

What will participants get out of YLI?

Students can attend a number of exciting workshop sessions focused on expanding their leadership skills.

What is the cost?

Registration costs \$295 per student. Contact AASB to find out how district funds can be used for registration.

Do I need a chaperone?

Each district should register a chaperone to help coordinate logging onto the conference and facilitate community-based activities.

How do I find out more about YLI 2021?

Contact your district office or reach out to Tyler Breen at tbreen@asb.org.

YLI Registration is only open to school districts. If you are a district with interested students, we would be happy to have them attend! We recommend reaching out to students in youth groups or student government.

Before You Register

In the registration process, you will need to submit a signed Photo Release form. Please sign this Photo Release form prior to starting the registration process.

[Click Here for Photo Release](#)

[Register Now](#)

[Already registered?](#)

Countdown to the Event



[Contact Us](#)

[Add to Calendar](#)

[Already registered?](#)

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2021 Conference Schedule

Thursday, November 4th -
Sunday, November 7th

November 4th: Pre-Conference Events

- **New School Board Members:** Ready, Set, Govern!
- **Experienced Board Member Academy:** Professional Boundaries
- **Resolutions Committee**

Friday Keynote



Heather Lende

Heather Lende is the Alaska State Writer Laureate and the author of four bestselling memoirs, most recently *Of Bears and Ballots*, about her contentious 2016-19 term on the Haines Borough Assembly. Her many essays and stories, mostly about life and sometimes death, have been distributed widely.

Saturday Keynote



Nikkie Whaley

Nikkie Whaley is a Board Support and Equity Services Manager with the Arizona School Boards Association. Most recently, she spearheaded the creation of ASBA's Leading for Equity Curriculum which aims to support boards on their equity journey through specific actions and guided conversations.



2021 Conference Schedule

Friday, November 5th

8:15 am	Opening Session: Heather Lende
10:30 - 12:00 pm	Breakout Sessions 1-4
12:00 - 1:30 pm	Lunch on Your Own
1:30 - 3:15 pm	Snapshot Sessions
3:30 - 4:45 pm	Breakout Sessions 5-8
5:30 pm	June Nelson Memorial Scholarship Fundraiser

Saturday, November 6th

8:15 am	Opening Session: Nikkie Whaley
10:30 - 11:45 am	Breakout Sessions 9-12
12:00 - 2:30 pm	Business Luncheon & Roundtables
2:45 - 4:45 pm	Like Size District Forums
6:30 pm	Dinner Awards Banquet

Sunday, November 7th

8:30 - 11:00 am	Business Meeting & Delegate Assembly
11 am - 12 pm	Breakout Sessions 13-15
12:15 - 2:00 pm	Closing Luncheon with Door Prizes



Breakout Sessions

Breakout Sessions 11/5

1. Board President's Workshop: Onboarding New School Board Members
2. School Law
3. Hot Topics:
 - Post-Secondary Education
 - Rural & Urban Partnerships: Preparing Students for a Career in Teaching
 - Superintendent Evaluation
4. Ready, Set, Govern! - Part 2
5. School Board's Role in Risk Management
6. Implicit Bias
7. Robert's Rules and Running Great Meetings
8. Thriving, Not Just Surviving: How to Lift Up & Support LGBTQ2S+ Youth

Breakout Sessions 11/6

9. School Activities Update
10. Social-Emotional Well-Being of Students
11. Keynote Follow-Up: Your Role in Equity
12. Lessons Learned from COVID-19

Breakout Sessions 11/7

13. Politics: The Art of Compromise
14. Board Conduct: The Good, the Bad, and the Ugly
15. Trauma Informed Framework

Virtual Options

Virtual Registration only includes these sessions:

- Friday & Saturday General Session
- School Law
- Parliamentary Procedures
- School Activities
- Your Role in Advocacy
- Sunday Delegate Assembly



AASB's Experienced Board Member Academy: Professional Boundaries

Thursday November 4, 2021

9 -9:15 am	Welcome, Introductions/Gathering Activity
9:15 am- 9:30 am	Setting the Landscape, Lori Grassgreen, AASB
9:30 am- 10:30 am	District Stories on Professional Boundaries <i>Dr. Bobby Bolen, Superintendent, Bering Strait School District</i> <i>Kimberly Hankins, Superintendent, Lower Kuskokwim School District</i>
10:30 am-10:40 am	Break
10:45 am- 11 am	AASB Model Policy & Work Group Introduction <i>Lori Grassgreen, AASB</i>
11 am- 11:30 am	Safe Children's Act <i>Kami Moore, Alaska Department of Education & Early Development</i>
11:30 am- 12:15 pm	PTPC: Professional Standards and the Code of Ethics <i>Melody Mann, Professional Teaching Practices Commission</i>
12:15 pm- 1:30 pm	Lunch on own
1:30 pm- 2:45 pm	School Board Actions to Prevent Abuse <i>Carleen Mitchel, APEI</i>
2:45-2:55 pm	Break
3 pm - 3:45 pm	Professional Boundaries Investigations <i>Lon Garrison, AASB & Clint Campion, Sedor Wendlandt, Evans & Filippi</i>
3:45 pm- 4:15	Implementing Professional Boundaries Policy Through Audits <i>(Sharing LKSD's Story)</i> <i>May Wu & Janet Barry, Ed.D.</i>
4:15 pm	Tying it All Together/Next Steps
4:30 pm	Closing & Evaluations



AASB Annual Conference Ready, Set, Govern!

Thursday, November 4, 2021

Anchorage Hilton

9 am- 4:30 pm

9 am- 9:30am	Welcome & Introductions, Gathering Activity
9:30 am- 10 am	You've Been Elected to Your School Board, Now What ?
Key Roles of School Board Members	
10:10- 10:35 am	School Board Role & Superintendent
10:35 am- 11:00 am	School Board's Role in Curriculum
11:00 am- 11:25 am	School Board's Role in Policy
11:25 am- 11:50 am	School Board's Role in Budget
11:50 am- 12:15 pm	Standing in Someone Else's Shoes, <i>Timi Tullis, AASB</i> <i>(or other equity session)</i>
12:15 pm- 1:30 pm	Lunch
1:30 pm- 2:30 pm	Legal Rights & Responsibilities Part 1- John Sedor
2:30-2:40 pm	Break
2:30- 3:30 pm	Legal Rights & Responsibilities Part 2 - John Sedor
3:40 pm	Break
3:40 pm- 4:15 pm	Board Meetings
4:30 pm	Wrap Up & Evaluation

Please note this agenda is subject to change.



AASB Annual Conference Ready, Set, Govern!

Friday, November 5, 2021

8:15 am **General Session in Main Ballroom**

10:30-11:35 AM	Mock School Board Meeting-
11:35- 11:45 am	What can AASB do for Me? /Rest of AASB Conference <i>Jenni Lefing and Lon Garrison, AASB</i>
11:45 am- 12 pm	Next Steps & Evaluations

Recommended Sectional Choices for New Board Members

Friday 3:15 - 4:30 pm	Parliamentary Procedures
Saturday 10:30 -11:45 am	Social-Emotional Well-Being of Students
Sunday 11 am- 12 pm	Your Role in Advocacy or Board Conduct at Meetings