



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION**
Regular Meeting
Wednesday, September 21, 2022

VISION STATEMENT

Students are equipped to realize their dreams and aspirations.

MISSION STATEMENT

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

AGENDA

MEETING: 5:30 PM
LOCATION: Naukati School and via Zoom
100 Heather Street
Naukati, AK 99950
VIRTUAL URL:

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. APPROVAL OF AGENDA
5. WELCOME TO VISITORS
6. PUBLIC COMMENT 4
7. **ADDED:** STUDENT REPRESENTATIVE
A. **Moved:** Appoint Student Representative(s) to the Board of Education
8. **ADDED:** STUDENT RECOGNITION
A. **Added:** Wes Stutzman, 2022 Summer of Heroes Honoree 6
9. EXECUTIVE SESSIONS 8
A. Executive Session to discuss subjects that tend to prejudice the character and reputation of any person, provided the person may request a public discussion, more specifically, personnel matters regarding one or more individuals.
10. 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 August 17, 2022, Meeting Minutes 9
B. Approval of September 2022 Financial Report

C. Employment

1. FY23 Classified Employment

- a. Coffman Cove: Judy Adamson (Paraprofessional), Yvonne Drozdowicz-Somfleth (Paraprofessional), Damon Holtman (Greenhouse & Agriculture Assistant), Kate Holtman (Greenhouse & Agriculture Assistant), Janie Wainscott (Custodian, Food Service Worker)
- b. Hollis: Amanda Baker (Water Tester, On-call Maintenance), Paul Jason England (On-call Driver), Karen Giffey (Custodian, Food Service Worker)
- c. Kasaan: Amanda Hendrixson (Food Service Worker), Jessica West (Paraprofessional)
- d. Naukati: Robert Deuel (Food Service Worker, Wood-fired Boiler Operator), Shelley Guerra (Paraprofessional), Tara Musser (Custodian, Paraprofessional)
- e. Port Alexander: Michaela Larsen (Paraprofessional), Shanna Smith (Paraprofessional), Paul Young (Custodian)
- f. Thorne Bay: Tari Cook (Paraprofessional), Maria Lineker (Food Service Worker), Rose Mathis (Paraprofessional)
- g. Whale Pass: Caren Cooke (Food Service, Paraprofessional), Caleb Toman (Custodian), Kayleena Toman (Paraprofessional)
- h. District: Alexander Hert (Fleet Mechanic)

2. FY23 Extracurricular Contracts: Cassandra Christopherson (Elementary/Middle School Cross Country, Naukati), Karen Giffey (Elementary/Middle School Cross Country, Hollis), Brandy Schmitz-Prefontaine (Elementary/Middle School Cross Country, Thorne Bay)

3. FY23 Extra Duty Contracts: John Stevens (Archery Program Director)

11. ADMINISTRATIVE/BOARD REPORTS

A. Superintendent Report

- 1. Area Principal/Activities Report
- 2. Thorne Bay Principal/Student Services Report 22
- 3. Maintenance Report 23
- 4. **ADDED:** Technology Report

B. Business Report 25

12. UNFINISHED BUSINESS

A. Action on Administrative/Board Reports

B. SISD American Rescue Plan Act (ARPA) Mitigation and Prevention Strategies

| | | |
|-----|---|-----|
| C. | 2nd Reading, 2022-2023 Student/Parent Handbook | 35 |
| 13. | NEW BUSINESS | |
| A. | Resolution 2023-01: A Resolution Updating Local Account Access | 92 |
| B. | PowerSchool Renewal Quote #: Q-678164-1 for License and Subscription Fees (\$12,657.91) | 94 |
| C. | Elective Course Description: Introduction to GIS | 95 |
| D. | Request for One-year Extension to the Sale Agreement and Promissory Note for the Southeast Island School District Floating Building | 101 |
| E. | FY 2023 Professional Services Contract with Alaska Speech Trooper for Speech and Language Services | 102 |
| 14. | INFORMATION ITEMS | |
| A. | Letters and Communications | |
| B. | Reports and Information | |
| 1. | Calendar of Agenda Items | 103 |
| 2. | Advisory School Council Meeting Minutes | |
| a. | Hollis | 104 |
| 3. | Standard Operating Procedure Updates | |
| a. | Standard Operating Procedure 2: Human Relations | 109 |
| b. | Standard Operating Procedure 16: Fundraising | 114 |
| 4. | Activities Director Handbook | 116 |
| 15. | ADVANCE PLANNING | |
| 16. | PUBLIC COMMENT | |
| 17. | BOARD COMMENT | |
| 18. | 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



Six Alaska Teens Recognized as Heroes for Work in their Local Communities

Alaska Communications and Boys & Girls Clubs – Alaska Announce 2022 Summer of Heroes Honorees

From showing the positive outcomes of inclusion to preserving cultural traditions for future generations, or simply lending a hand to those in need, youth today are proving that an individual's actions can have a tremendous impact on those around them.

Through the Summer of Heroes Program, [Alaska Communications](#) is proud to celebrate six teens for their outstanding community service across Alaska. Five youth heroes at large and one youth hero from the company's employee program each will be awarded a \$1,500 scholarship for their efforts. Additionally, as part of the program, the broadband provider will donate \$15,000 to Boys & Girls Clubs – Alaska to further support youth development in the state.

"A community is made by the people within it. The most vibrant and successful communities are filled with members who give back. What we're seeing in this year's youth heroes are individuals who are actively working to make their communities better," said Bill Bishop, president and CEO, Alaska Communications. "We are honored to live in a state where youth are stepping up to improve the lives of those around them."

Congratulations to the following 2022 youth heroes:

- **Anna Boltz**, 15, Anchorage
- **Salome Hanauer**, 16, Salcha
- **Kenny Iyatunguk**, 17, Shishmaref
- **Tyler Neumann**, 18, Fairbanks
- **Wes Stutzman**, 16, Thorne Bay
- **Mia Wiederspohn**, 15, Wrangell

[Read the inspiring stories](#) of this year's youth heroes.

Now in its 12th year, Summer of Heroes is a partnership program between Alaska Communications and [Boys & Girls Clubs – Alaska](#) to support youth development programs and honor young Alaskans who are making positive contributions in their communities. Since its inception, 74 youth have received scholarships and been recognized for their work in 25



communities across Alaska. Additionally, \$180,000 has been donated to Boys & Girls Clubs – Alaska to support the Club’s programs and expand the organization’s capacity to positively impact the lives of young people in Alaska.

“There are so many ways young people enrich the lives of those around them. Their care, kindness and time eases the burden that others may face. These youth are making a difference in their communities and are truly deserving of the ‘hero’ designation.” said Jennifer Patronas, CEO of Boys & Girls Clubs – Alaska.

Learn more about Alaska Communications’ work in the community through the Summer of Heroes program at www.alaskacomunciations.com/summerofheroes.

About Alaska Communications

Alaska Communications, an affiliate of ATN International, Inc. (NASDAQ: ATNI), is the leading provider of advanced broadband and managed IT services for businesses and consumers in Alaska. The company operates a highly reliable, advanced statewide data network with the latest technology and the most diverse undersea fiber optic system connecting Alaska to the contiguous U.S. For more information, visit www.AlaskaCommunications.com.

About Boys & Girls Clubs – Alaska

Boys & Girls Clubs – Alaska has 23 sites statewide, which offer programs before and after school and during school breaks for youth and teens, 6-18 years old, as well as athletics and licensed childcare programs. Mission is fulfilled through guidance-oriented character development activities conducted in safe, warm and fun environments by trained, professional staff. Key programs emphasize academic success, good character & citizenship, healthy lifestyles, the arts, sports, fitness and recreation. Learn more about programs and activities offered by Boys & Girls Clubs - Alaska at www.bgcalaska.org or 907-248-5437.

Media Contact:

Heather Marron
Manager, Corporate Communications
(907) 564-1326

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BB 9321 Executive Sessions

Prior to entering an executive session, the Board first shall meet in open session. At this open meeting, the Board shall enter an executive session only after a majority of the Board votes to accept a motion to enter the executive session. The motion shall clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Unless stated in the motion for executive session, or auxiliary to the main question, no other subject may be discussed in that executive session.

The only subjects that the Board may discuss in an executive session of the Board are:

1. matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the school district,
2. subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
3. matters which by law, municipal charter, or ordinance are required to be confidential; or
4. matters involving consideration of government records that by law are not subject to public disclosure.

(cf. 1340 - Access to District Records)

The Board may not take action in an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations. All other action of the Board must be made in an open meeting.

(cf. 1120 - Board Meetings)

Legal Reference:

ALASKA STATUTES

44.63.310-312 Alaska's Open Meetings Act

Reviewed 1/04

Adoption Date: 04/09/98

Southeast Island School District

SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION
REGULAR MEETING
August 17, 2022

MINUTES

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 5:38 PM

ROLL CALL

Shannon Silverthorn and Sandy Curtis attended in person. Rebecca Saffold and Molly Kimzey attended via audio/video conference. Student Representative Chloe Vasquez was absent.

A quorum was established.

APPROVAL OF AGENDA

Motion: Approve the agenda

By: Curtis

Second: yes

Board Vote: Yea: 4, Nay: 0

Resolved: motion carried

WELCOME TO VISITORS

Board President Shannon Silverthorn welcomed visitors: Branzon Anania, Laura Anania, Julia Trischman, Amanda Kiely, Philip Lusted, Melissa Dougherty, Tawnya Weaver, Deidre Jenson, Terri Kohn, Karen Clark, Shaine Nixon, Amy McDonald, Matt Gore, Amanda Blankenship, Christi Nixon, Angi Near, Rocky Near, John Stevens, Marjorie Meyer, Lucienne Smith, Cassandra Christopherson

PUBLIC COMMENT

None

BOARD SEAT 3E VACANCY

Motion: Appoint Marjorie Meyer to vacant Board of Education Seat 3E

By: Kimzey

Second: yes

Board Vote: Yea: 4, Nay: 0

Resolved: motion carried

Marjorie Meyer took the Oath of Office and was sworn in as the Seat 3E Board Member until the October 2022 election.

APPROVAL OF CONSENT AGENDA

Motion: Approve consent agenda to include items 8A approval of meeting minutes for May 11, 2022, June 24, 2022, and July 15, 2022, approval of the August 2022 financial report, and 8C to include all of the classified employment [Earl Durdle (Maintenance Technician), Madeline Jennings (Custodian), Branzon Anania (Maintenance Director), Karen Clark (Payroll Manager), Everett Cook (Technology Assistant), Matthew Gore (Technology Director), Amy Jennings (Thorne Bay School Secretary/SISD Registrar & Immunization Coordinator), Shawn Jennings (Maintenance Technician), Amanda Kiely (Greenhouse/Agriculture Program Manager), Terri Kohn (District Office Administrative Assistant/On-call Bus Driver/Bus Driver Trainer), Joshua Musser (Maintenance Technician), Angela Near (District Clerk/Migrant Recruiter & Recorder/Special Education Clerical Assistant), Christine Page Haufe (Executive Assistant/Human Resources Manager), Mariia Taylor (Child Nutrition Program Director), Terry West (Preschool Coordinator/Kasaan Preschool Paraprofessional)], all of the extra curricular contracts [Ernie Jones (High School Cross Country, Naukati)], and the FY23 extra-duty contracts [Branzon Anania (Hollis School Project Director), Laura Anania (Lead Teacher, Naukati), Lisa Cates (Co-lead Teacher, Hollis), Michael Congdon (Lead Teacher, Kasaan), Anthony Cook (Lead Teacher, Whale Pass), Julia Trischman (Lead Teacher, Port Alexander), Julie Vasquez (Co-lead Teacher, Hollis)], the FY23 teacher contract addendums [Steven Cunningham, Melissa Dougherty, Donna Nixon], and the FY23 administrator contract addendums [Deidre Jenson], and the FY23 teaching contract for Rockwell Near.

By: Curtis

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

ADMINISTRATIVE/BOARD REPORTS

Sherry Becker gave the Superintendent's report. Topics included: Departments, the Admin Team, and a presentation by Greenhouse & Agriculture Program Manager Amanda Kiely. Ms. Kiely shared a presentation with the School Board and visitors. Superintendent Becker then invited each department to comment elaborate on their report. Deidre Jenson, Thorne Bay Principal/Student Services Director commented on the upcoming school year. Branzon Anania, Maintenance Director, commented on the Hollis School project, Kasaan kindergarten building septic project, and housing.

Lucienne Smith gave the Business Manager's report. Topics included: E-rate and the upcoming RFP for Internet Services, quarterly payroll reports, 4th quarter grant reimbursements, and the FY 2022 financial audit.

BUSINESS ITEMS

Motion: Approve purchasing iReady Assessment and Personalized Instruction - Reading, and Professional Development, from Curriculum Associates for \$26,433.15

By: Curtis

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Motion: Move the 2022-2023 Student/Parent Handbook to a second reading

By: Curtis

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Rebecca Saffold left the meeting at 6:34.

Motion: Approve the FY 2024-2029 Six-year Capital Improvement Plan.

By: Kimzey

Second: yes

Board Vote: Yea: 4, Nay: 0, Absent: 1

Resolved: motion carried

Motion: Approve the 49th Star Consulting Staff Development Professional Proposal [\$14,000 plus travel]

By: Curtis

Second: yes

Board Vote: Yea: 4, Nay: 0, Absent: 1

Resolved: motion carried

ADVANCE PLANNING

The next regular Board meeting will be on September 21, 2022 in Port Alexander, Alaska [the location was later changed to Naukati].

PUBLIC COMMENT

Laura Anania commented regarding the Naukati Greenhouse/Agriculture program. John Stevens commented regarding Archery Instructor Training. Andy Cook commented regarding new staff members.

BOARD COMMENT

Sandy Curtis commented regarding the upcoming school year and the good energy of staff. Shannon Silverthorn welcomed everyone to the District.

ADJOURNMENT

Motion: Adjourn

By: Curtis

Second: yes

Board Vote: Yea: 4, Nay: 0, Absent: 1

Resolved: motion carried

Time: 6:51 PM

Shannon Silverthorn, Board President

Date

Sandy Curtis, 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.

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

Date: September 16, 2022

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the Monthly September 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: 9 / 22

| Fund | Received | | Estimated Revenue | Revenue | |
|---|---------------|--------------|-------------------|----------------|------------|
| | Current Month | Received YTD | | To Be Received | % Received |
| 100 GENERAL OPERATING FUND | 363,291.00 | 1,095,246.70 | 6,734,818.00 | 5,639,571.30 | 16 % |
| 205 PUPIL TRANSPORTATION FUND | 0.00 | 63,800.00 | 168,000.00 | 104,200.00 | 38 % |
| 237 ALASKA PRE ELEMENTARY PROGRAM | 0.00 | 0.00 | 260,042.00 | 260,042.00 | 0 % |
| 255 FOOD SERVICE FUND | 28.00 | 28.00 | 152,000.00 | 151,972.00 | 0 % |
| 256 FRESH FRUIT & VEGETABLES | 0.00 | 0.00 | 1,021.88 | 1,021.88 | 0 % |
| 260 TITLE I-A BASIC | 0.00 | 0.00 | 99,958.00 | 99,958.00 | 0 % |
| 261 TITLE I-C MIGRANT | 0.00 | 0.00 | 50,509.00 | 50,509.00 | 0 % |
| 264 Title IVA INNOVATIVE | 0.00 | 0.00 | 13,187.00 | 13,187.00 | 0 % |
| 266 TITLE IIA PRINCIPAL/TEACHER RETENTION & | 0.00 | 0.00 | 27,098.00 | 27,098.00 | 0 % |
| 268 TITLE VI-B IDEA | 0.00 | 0.00 | 61,869.67 | 61,869.67 | 0 % |
| 270 TITLE VI-B SEC 619 PRESCHOOL DISABLED | 0.00 | 0.00 | 4,438.00 | 4,438.00 | 0 % |
| 271 CARL PERKINS | 0.00 | 0.00 | 17,000.00 | 17,000.00 | 0 % |
| 274 TITLE IA SCHOOL IMPROVEMENT | 0.00 | 0.00 | 50,000.00 | 50,000.00 | 0 % |
| 280 CSLD | 0.00 | 0.00 | 409,834.33 | 409,834.33 | 0 % |
| 296 COVID RELIEF - CRRSA ACT - ESSER II | 0.00 | 0.00 | 11,261.00 | 11,261.00 | 0 % |
| 297 COVID RELIEF - ARP ACT ESSER III | 0.00 | 0.00 | 459,342.80 | 459,342.80 | 0 % |
| 360 INDIAN EDUCATION | 0.00 | 8,389.00 | 8,389.00 | 0.00 | 100 % |
| 365 REAP | 0.00 | 4,504.00 | 4,504.00 | 0.00 | 100 % |
| 366 SELECT - KLAWOCK | 0.00 | 0.00 | 25,000.00 | 25,000.00 | 0 % |
| 367 ASTRIDE TLINGIT HAIDA GRANT | 0.00 | 0.00 | 120,030.00 | 120,030.00 | 0 % |
| 368 THRIVE | 0.00 | 0.00 | 525,000.00 | 525,000.00 | 0 % |
| 369 REWARD - TLINGIT & HAIDA | 0.00 | 0.00 | 25,000.00 | 25,000.00 | 0 % |
| 375 TEACHER HOUSING | 9,945.49 | 16,915.03 | 100,000.00 | 83,084.97 | 17 % |
| 380 ALASKA MICRO GRANTS | 0.00 | 0.00 | 10,100.00 | 10,100.00 | 0 % |
| 500 KASAAN WOOD FIRE BOILER FIRE | 0.00 | 280,920.36 | 280,920.36 | 0.00 | 100 % |
| 501 CIP-DISTRICT MAJOR MAINT | 0.00 | 0.00 | 50,000.00 | 50,000.00 | 0 % |

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 9 / 22

| Fund | Received | | Estimated Revenue | Revenue | % |
|--|---------------|--------------|-------------------|----------------|----------|
| | Current Month | Received YTD | | To Be Received | Received |
| 507 AEA BIOMASS PROJECT FY 2022 | 0.00 | 0.00 | 139,901.00 | 139,901.00 | 0 % |
| 508 19-005 KASAAN K12 PLAYGROUND CONSTRUCTION | 0.00 | 0.00 | 84,034.70 | 84,034.70 | 0 % |
| 536 20-002 HOLLIS K-12 SCHOOL REPLACEMENT DESIGN & | 0.00 | 336,395.00 | 9,669,396.00 | 9,333,001.00 | 3 % |
| 600 THE CAFE | 0.00 | 1,350.00 | 2,250.00 | 900.00 | 60 % |
| 711 STUDENT AGENCY FUND AGRICULTURE | 386.49 | 972.36 | 0.00 | -972.36 | ** % |
| Grand Total: | 373,650.98 | 1,808,520.45 | 19,564,904.74 | 17,756,384.29 | 9 % |

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 9 / 22

| Fund | Committed Current Month | Committed YTD | Original Appropriation | Current Appropriation | Available Appropriation | % Committed |
|---|----------------------------|------------------|---------------------------|--------------------------|----------------------------|----------------|
| 100 GENERAL OPERATING FUND | 323,139.78 | 909,150.19 | 6,490,155.00 | 6,490,155.00 | 5,581,004.81 | 14 % |
| 205 PUPIL TRANSPORTATION FUND | 7,361.59 | 12,907.07 | 183,676.00 | 183,676.00 | 170,768.93 | 7 % |
| 237 ALASKA PRE ELEMENTARY PROGRAM | 7,471.18 | 8,744.79 | 260,042.00 | 260,042.00 | 251,297.21 | 3 % |
| 255 FOOD SERVICE FUND | 13,775.09 | 38,988.17 | 285,036.00 | 285,036.00 | 246,047.83 | 14 % |
| 256 FRESH FRUIT & VEGETABLES | 300.00 | 1,095.00 | 1,021.88 | 1,021.88 | -73.12 | 107 % |
| 260 TITLE I-A BASIC | 4,031.67 | 5,593.79 | 98,808.00 | 98,808.00 | 93,214.21 | 6 % |
| 261 TITLE I-C MIGRANT | 10,665.03 | 21,210.39 | 50,509.00 | 50,509.00 | 29,298.61 | 42 % |
| 264 Title IVA INNOVATIVE | 322.43 | 604.66 | 13,187.00 | 13,187.00 | 12,582.34 | 5 % |
| 266 TITLE IIA PRINCIPAL/TEACHER RETENTION & | 0.00 | 0.00 | 27,098.00 | 27,098.00 | 27,098.00 | 0 % |
| 268 TITLE VI-B IDEA | 0.00 | 1,599.00 | 61,869.67 | 61,869.67 | 60,270.67 | 3 % |
| 270 TITLE VI-B SEC 619 PRESCHOOL DISABLED | 0.00 | 0.00 | 4,437.99 | 4,437.99 | 4,437.99 | 0 % |
| 271 CARL PERKINS | 0.00 | 0.00 | 17,000.00 | 17,000.00 | 17,000.00 | 0 % |
| 274 TITLE IA SCHOOL IMPROVEMENT | 2,910.40 | 4,516.88 | 50,000.00 | 50,000.00 | 45,483.12 | 9 % |
| 280 CSLD | 9,656.82 | 13,980.40 | 409,834.33 | 409,834.33 | 395,853.93 | 3 % |
| 296 COVID RELIEF - CRRSA ACT - ESSER II | 0.00 | 19,104.82 | 11,261.00 | 11,261.00 | -7,843.82 | 170 % |
| 297 COVID RELIEF - ARP ACT ESSER III | 4,700.69 | 4,700.69 | 459,342.80 | 459,342.80 | 454,642.11 | 1 % |
| 365 REAP | 0.00 | 11,601.40 | 4,504.00 | 4,504.00 | -7,097.40 | 258 % |
| 366 SELECT - KLAUOCK | 5,211.34 | 5,211.34 | 25,000.00 | 25,000.00 | 19,788.66 | 21 % |
| 367 ASTRIDE TLINGIT HAIDA GRANT | 20,360.58 | 120,023.30 | 120,030.00 | 120,030.00 | 6.70 | 100 % |
| 368 THRIVE | 5,946.78 | 59,298.16 | 525,000.00 | 525,000.00 | 465,701.84 | 11 % |
| 369 REWARD - TLINGIT & HAIDA | 3,666.00 | 3,896.00 | 25,000.00 | 25,000.00 | 21,104.00 | 16 % |
| 375 TEACHER HOUSING | 4,172.57 | 23,415.51 | 50,000.00 | 50,000.00 | 26,584.49 | 47 % |
| 380 ALASKA MICRO GRANTS | 243.43 | 1,091.38 | 10,100.00 | 10,100.00 | 9,008.62 | 11 % |
| 501 CIP-DISTRICT MAJOR MAINT | 5,240.19 | 22,578.31 | 50,000.00 | 50,000.00 | 27,421.69 | 45 % |
| 507 AEA BIOMASS PROJECT FY 2022 | 951.79 | 14,674.59 | 139,901.37 | 139,901.37 | 125,226.78 | 10 % |

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 9 / 22

| Fund | Committed Current Month | Committed YTD | Original Appropriation | Current Appropriation | Available Appropriation | % Committed |
|---|----------------------------|------------------|---------------------------|--------------------------|----------------------------|----------------|
| 508 19-005 KASAAN K12 PLAYGROUND | 0.00 | 74,904.81 | 84,034.70 | 84,034.70 | 9,129.89 | 89 % |
| 536 20-002 HOLLIS K-12 SCHOOL REPLACEMENT | 7,948.46 | 128,580.53 | 9,669,396.00 | 9,669,396.00 | 9,540,815.47 | 1 % |
| 600 THE CAFE | 300.00 | 900.00 | 2,250.00 | 2,250.00 | 1,350.00 | 40 % |
| 711 STUDENT AGENCY FUND AGRICULTURE | 3,098.54 | 6,867.58 | 0.00 | 0.00 | -6,867.58 | *** % |
| Grand Total: | 441,474.36 | 1,515,238.76 | 19,128,494.74 | 19,128,494.74 | 17,613,255.98 | 8 % |

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 9 / 22

100 GENERAL OPERATING FUND

| Function / Object | Received | | Estimated Revenue | Revenue | % Received |
|------------------------------------|---------------|--------------|-------------------|----------------|---------------|
| | Current Month | Received YTD | | To Be Received | |
| 000 | | | | | |
| 0000 | | | | | |
| 40 OTHER LOCAL REVENUES | 0.00 | 800.00 | 25,000.00 | 24,200.00 | 3 % |
| 47 E-RATE REVENUE | 0.00 | 0.00 | 1,411,471.00 | 1,411,471.00 | 0 % |
| 51 STATE-FOUNDATION PROGRAM | 363,291.00 | 1,089,873.00 | 4,508,192.00 | 3,418,319.00 | 24 % |
| 56 TRS On-Behalf | 0.00 | 0.00 | 269,786.00 | 269,786.00 | 0 % |
| 57 PERS On Behalf | 0.00 | 0.00 | 64,924.00 | 64,924.00 | 0 % |
| 90 STATE-OTHER REVENUES | 0.00 | 0.00 | 175,445.00 | 175,445.00 | 0 % |
| 150 FEDERAL SOURCES THRU THE STATE | 0.00 | 0.00 | 280,000.00 | 280,000.00 | 0 % |
| 230 OTHER-SALE OF PROP & EQUI | 0.00 | 4,573.70 | 0.00 | -4,573.70 | ** % |
| Function Total: | 363,291.00 | 1,095,246.70 | 6,734,818.00 | 5,639,571.30 | 16 % |
| Org Total: | 363,291.00 | 1,095,246.70 | 6,734,818.00 | 5,639,571.30 | 16 % |
| Fund Total: | 363,291.00 | 1,095,246.70 | 6,734,818.00 | 5,639,571.30 | 16 % |
| Grand Total: | 363,291.00 | 1,095,246.70 | 6,734,818.00 | 5,639,571.30 | 16 % |

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 | 12,665.55 | | 148,031.00 | 148,031.00 | 134,147.05 | 9 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 1,500.00 | 1,500.00 | 1,500.00 | 0 |
| 200 SPECIAL EDUCATION INSTRUC | 5,538.51 | | 54,141.00 | 54,141.00 | 48,602.49 | 10 |
| 600 OPERATIONS & MAINTENANCE | 4,831.50 | | 65,220.00 | 65,220.00 | 48,914.06 | 25 |
| 700 STUDENT ACTIVITIES | 0.00 | | 7,328.00 | 7,328.00 | 7,288.00 | 0 |
| Org Total: | 23,035.56 | 35,768.40 | 276,220.00 | 276,220.00 | 240,451.60 | |
| 624 KASAAN | | | | | | |
| 100 REGULAR INSTRUCTION | 16,851.45 | | 220,694.00 | 220,694.00 | 203,719.08 | 7 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 1,500.00 | 1,500.00 | 1,500.00 | 0 |
| 200 SPECIAL EDUCATION INSTRUC | 314.94 | | 9,329.00 | 9,329.00 | 9,014.06 | 3 |
| 400 SCHOOL ADMINISTRATION | 834.81 | | 6,633.00 | 6,633.00 | 5,798.19 | 12 |
| 600 OPERATIONS & MAINTENANCE | 1,911.52 | | 34,965.00 | 34,965.00 | 32,283.77 | 7 |
| 700 STUDENT ACTIVITIES | 0.00 | | 4,980.00 | 4,980.00 | 4,970.00 | 0 |
| Org Total: | 19,912.72 | 20,815.90 | 278,101.00 | 278,101.00 | 257,285.10 | |
| 625 NAUKATI | | | | | | |
| 100 REGULAR INSTRUCTION | 16,340.26 | | 197,234.00 | 197,234.00 | 180,534.79 | 8 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 1,500.00 | 1,500.00 | 1,500.00 | 0 |
| 200 SPECIAL EDUCATION INSTRUC | 2,560.84 | | 80,849.00 | 80,849.00 | 78,288.16 | 3 |
| 400 SCHOOL ADMINISTRATION | 1,345.17 | | 10,872.00 | 10,872.00 | 9,526.83 | 12 |
| 600 OPERATIONS & MAINTENANCE | 3,736.91 | | 80,608.00 | 80,608.00 | 73,290.72 | 9 |
| 700 STUDENT ACTIVITIES | 0.00 | | 6,682.00 | 6,682.00 | 6,391.81 | 4 |
| Org Total: | 23,983.18 | 28,212.69 | 377,745.00 | 377,745.00 | 349,532.31 | |
| 628 THORNE BAY | | | | | | |
| 100 REGULAR INSTRUCTION | 40,674.60 | | 395,319.00 | 395,319.00 | 352,951.64 | 10 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 11,625.00 | 11,625.00 | 11,625.00 | 0 |
| 200 SPECIAL EDUCATION INSTRUC | 11,876.98 | | 189,698.00 | 189,698.00 | 177,821.02 | 6 |
| 400 SCHOOL ADMINISTRATION | 3,842.60 | | 52,179.00 | 52,179.00 | 48,082.89 | 7 |
| 450 SCHOOL ADMIN SUPPORT SRVC | 2,393.94 | | 29,527.00 | 29,527.00 | 24,983.98 | 15 |
| 600 OPERATIONS & MAINTENANCE | 13,931.31 | | 266,567.00 | 266,567.00 | 226,876.72 | 14 |
| 700 STUDENT ACTIVITIES | 76.00 | | 40,141.00 | 40,141.00 | 40,278.44 | -0 |
| Org Total: | 72,795.43 | 102,436.31 | 985,056.00 | 985,056.00 | 882,619.69 | |
| 632 WHALE PASS | | | | | | |
| 100 REGULAR INSTRUCTION | 16,509.35 | | 216,989.00 | 216,989.00 | 200,343.91 | 7 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 1,500.00 | 1,500.00 | 1,500.00 | 0 |
| 200 SPECIAL EDUCATION INSTRUC | 6,409.86 | | 84,040.00 | 84,040.00 | 77,350.22 | 7 |
| 400 SCHOOL ADMINISTRATION | 806.05 | | 6,633.00 | 6,633.00 | 5,826.95 | 12 |
| 600 OPERATIONS & MAINTENANCE | 690.87 | | 36,921.00 | 36,921.00 | 35,713.34 | 3 |
| 700 STUDENT ACTIVITIES | 127.85 | | 4,951.00 | 4,951.00 | 4,783.15 | 3 |
| Org Total: | 24,543.98 | 25,516.43 | 351,034.00 | 351,034.00 | 325,517.57 | |
| 646 ALASKA TRAILS - DW CORRESPONDENCE | | | | | | |
| 600 OPERATIONS & MAINTENANCE | 0.00 | | 0.00 | 0.00 | -267.17 | *** |
| Org Total: | | 267.17 | | | -267.17 | |
| 649 DISTRICT WIDE | | | | | | |

Funds 100- 100

| Program-Function | Committed Current Month | Committed YTD | Original Appropriation | Current Appropriation | Available Appropriation | % Committed |
|-------------------------------|----------------------------|------------------|---------------------------|--------------------------|----------------------------|----------------|
| 100 GENERAL OPERATING FUND | | | | | | |
| 100 REGULAR INSTRUCTION | 4,969.87 | | 75,764.00 | 75,764.00 | -4,237.28 | 105 |
| 140 CORRESPONDENCE INSTRUCTON | 13,202.24 | | 196,952.00 | 196,952.00 | 178,272.93 | 9 |
| 200 SPECIAL EDUCATION INSTRUC | -60.28 | | 0.00 | 0.00 | 0.00 | 0 |
| 220 SPED SUPPORT SRVCS-STUDNT | 5,060.01 | | 80,979.00 | 80,979.00 | 73,081.94 | 9 |
| 300 SUPPORT SERVICES-STUDENTS | 3,816.07 | | 49,763.00 | 49,763.00 | 45,946.93 | 7 |
| 353 Technology | 15,664.74 | | 1,616,756.00 | 1,616,756.00 | 1,572,248.31 | 2 |
| 354 INSERVICE | 610.56 | | 6,700.00 | 6,700.00 | 1,555.98 | 76 |
| 400 SCHOOL ADMINISTRATION | 706.82 | | 4,564.00 | 4,564.00 | 2,020.20 | 55 |
| 450 SCHOOL ADMIN SUPPORT SRVC | 2,585.84 | | 26,902.00 | 26,902.00 | 22,169.33 | 17 |
| 511 BOARD OF EDUCATION | 6,836.02 | | 98,509.00 | 98,509.00 | 84,828.52 | 13 |
| 512 OFFICE OF SUPERINTENDENT | 21,680.26 | | 314,559.00 | 314,559.00 | 269,980.83 | 14 |
| 550 DISTRICT ADMIN SUPRT SRVC | 15,252.77 | | 260,747.00 | 260,747.00 | 172,544.11 | 33 |
| 600 OPERATIONS & MAINTENANCE | 28,863.21 | | 791,574.00 | 791,574.00 | 462,939.87 | 41 |
| 700 STUDENT ACTIVITIES | 1,061.37 | | 55,317.00 | 55,317.00 | 52,847.50 | 4 |
| 900 OTHER FINANCING USES | 0.00 | | 52,500.00 | 52,500.00 | 52,500.00 | 0 |
| Org Total: | 120,249.50 | 644,886.83 | 3,631,586.00 | 3,631,586.00 | 2,986,699.17 | |
| 667 HOLLIS (I) | | | | | | |
| 100 REGULAR INSTRUCTION | 15,588.42 | | 229,808.00 | 229,808.00 | 213,925.03 | 6 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 1,500.00 | 1,500.00 | 1,500.00 | 0 |
| 200 SPECIAL EDUCATION INSTRUC | 5,613.39 | | 86,766.00 | 86,766.00 | 81,152.61 | 6 |
| 400 SCHOOL ADMINISTRATION | 965.69 | | 9,077.00 | 9,077.00 | 8,111.31 | 10 |
| 600 OPERATIONS & MAINTENANCE | 3,415.54 | | 51,081.00 | 51,081.00 | 44,193.61 | 13 |
| 700 STUDENT ACTIVITIES | 0.00 | | 7,567.00 | 7,567.00 | 7,435.86 | 1 |
| Org Total: | 25,583.04 | 29,480.58 | 385,799.00 | 385,799.00 | 356,318.42 | |
| 669 PORT ALEXANDER | | | | | | |
| 100 REGULAR INSTRUCTION | 10,663.03 | | 151,838.00 | 151,838.00 | 133,383.33 | 12 |
| 160 VOCATIONAL ED INSTRUCTION | 0.00 | | 1,500.00 | 1,500.00 | 1,500.00 | 0 |
| 400 SCHOOL ADMINISTRATION | 805.96 | | 6,633.00 | 6,633.00 | 5,827.04 | 12 |
| 600 OPERATIONS & MAINTENANCE | 1,567.38 | | 43,393.00 | 43,393.00 | 40,957.75 | 5 |
| 700 STUDENT ACTIVITIES | 0.00 | | 1,250.00 | 1,250.00 | 1,180.00 | 5 |
| Org Total: | 13,036.37 | 21,765.88 | 204,614.00 | 204,614.00 | 182,848.12 | |
| 0.00Fund Total: | 323,139.78 | 909,150.19 | 6,490,155.00 | 6,490,155.00 | 5,581,004.81 | 14 % |
| Grand Total: | 323,139.78 | 909,150.19 | 6,490,155.00 | 6,490,155.00 | 5,581,004.81 | 14 % |



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
Sept 19, 2022
Deidre Jenson

Student Services Coordinator: We have two great new hires joining our special education team. Steve Cunningham and Tawnya Weaver is joining Lisa Cates and myself (Deidre Jenson). They have dug right in, learning a new platform for paperwork and are building strong relationships with parents and students. We're off to a wonderful start to the year and I hear good things from parents about all three teachers. We have contracted some limited counseling services for special education students and attached is a proposal for Speech and Language Services for the remainder of the year.

District Test Coordinator: We are in the process of completing Measures of Academic Progress (MAPS) assessment and most students are completed the I-ready diagnostics assessments. Teachers are constantly learning new things about both assessments and tools that help guide specific instruction for students. The Alaska Developmental Profile is a measure for kindergarten students where Kindergarten teachers rate their developmental levels. This reporting is required by the state and is underway with the window closing on November 1st.

Thorne Bay Principal: A fabulous start to the year! We have a strong staff of teachers, returning paraprofessionals and new hires. What a team we have at the Thorne Bay school! Please view our newsletter and note the upcoming events of Picture Day on September 26th and the returning infamous ASC dinners and meetings. The first one is scheduled for Thursday, September 29th with a Chili Cookoff!

Sincerely,

A handwritten signature in cursive script that reads "Deidre Jenson".

Deidre Jenson, Ed.D
Thorne Bay Principal
Student Services Coordinator
District Test Coordinator

Ongoing projects for SISD, and a look at some of the other Maintenance related work.

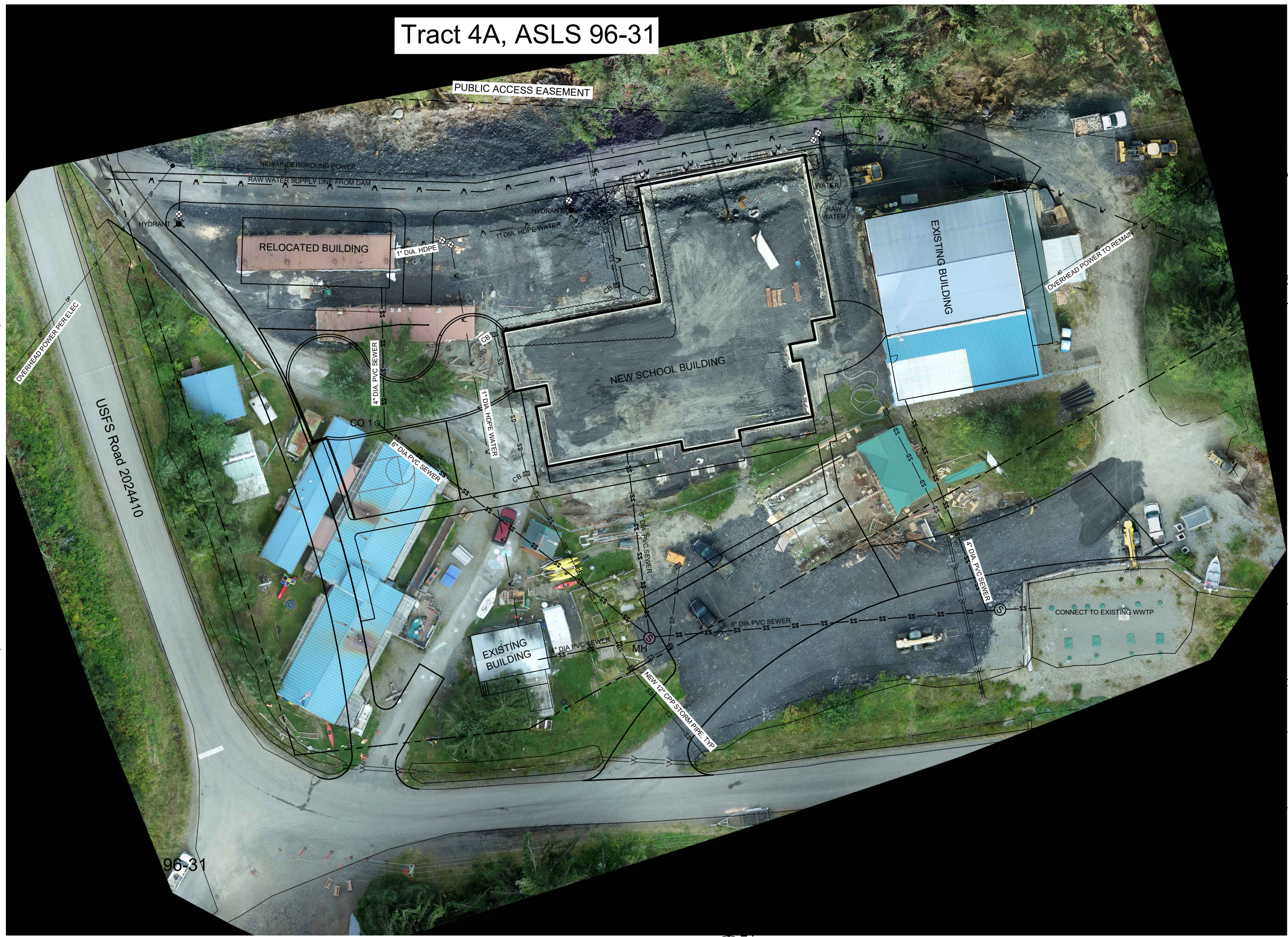
1. CIP projects:
 - A. Hollis is in full construction, foundation and stem walls are done and floor is being poured next.
2. Replacement of boiler in Kasaan. Final mechanical and electrical work is being done.
3. Kasaan library has new roof, drywall, trim, lighting and we completed septic. We had complaints about the floor and are placing that right now.
4. The two grants for Wood boiler-based projects with the Alaska Energy Authority have been awarded and combined into one project. This is \$122,000 grant for improvements:
 - A. Kasaan tie-in of new boiler to housing unit and library. We have the housing unit line in the ground and all material ready. Just getting the line in from the School to Library left.
 - B. Naukati Bay concrete floor is completed.
5. Additional housing in Thorne Bay: we have reached out on some housing options and looking for cost estimates but nothing more to report now.
6. We have a new Ford Transit van 15 passenger for activities. I will be looking at another in the near future. We have an aging fleet of suburbans and believe for the district the vans are best option going forward.
7. Trevor Sande reached out looking to add another year on the contract for the float house. Being a nontraditional building has made financing very difficult and he is looking at moving it on to the land after exploring other options. I am recommending we give him another year on the contract.

Respectfully,

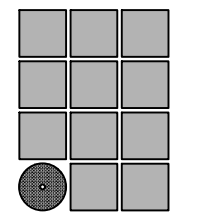
Branzon Anania

Tract 4A, ASLS 96-31

PUBLIC ACCESS EASEMENT



LOT 3
USFS



Jensen
Yorba
Wall Inc.

522 West 10th Street
Juneau, Alaska 99801
907.586.1070
AECC137
jensenyorbawall.com



**R&M ENGINEERING-
KETCHIKAN, INC.**
7180 REVILLA ROAD, S300
KETCHIKAN, ALASKA 99901
PHONE (907) 225 7917
FAX (907) 225 3441

Southeast Island School District
**Hollis School
Replacement**
Hollis, Alaska

| CONSTRUCTION DOCUMENTS | |
|------------------------|--|
| REVISIONS | |
| △ | |
| △ | |
| △ | |

SHEET TITLE
**PROPOSED
UTILITY PLAN**

DATE: APRIL 12, 2022
FILE: 20018

C201





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: September 16, 2022

SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE



FY 2022 AUDIT – The final audit was the week of September 6, 2022. We are responding to some final questions and should have a draft in hand by month end, with the final printed copies to you in October.

FY 2023 BUDGET – As you recall, once we have moved thru the annual student count period and responded to any duplicate counts, we will begin working on the budget revision – revenues will be updated, and expenditures including salaries & benefits will be trued up and any other additional changes that have occurred since the final approval of the budget in June.

FY 2021 RECEIVABLES – We are still working to obtain the outstanding receivables from Hydaburg City School District (Wood Fired Boiler) and the Tlingit & Haida Tribe (ASTRIDE grant) for past years expenditures. Those are the only two receivables that are outstanding.

OTHER – The Standard Operating Procedures booklet has been updated and a copy will be posted to the SISD website.

The E-rate committee for updating the RFP has been formed and we should have that form 470 posted early this round.

We are working with the ASC's so all those who are banking with First Bank are standardized, as we did with those banking with Tongass Federal CR.

Please do not hesitate to ask questions.



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: Southeast Island School District (SISD) American Rescue Plan Act (ARPA) Mitigation and Prevention Strategies

RECOMMENDATION

It is the administration's recommendation that the School Board approve the current SISD American Rescue Plan Act Mitigation and Prevention Plan for the 2022-2023 School Year.

PERTINENT FACTS:

The SISD American Rescue Plan Act Mitigation and Prevention Plan for the 2022-2023 School Year identifies the COVID-19 mitigation and prevention strategies that will be in place for the 2022-2023 school year. It is the administration's responsibility to review this plan every 6 months at a minimum. The team recommends that no changes be made at this time. Additional review and revisions will be made based on CDC recommendations as those are updated. Any changes to this plan will be once again submitted to the SISD School Board for approval.

RECOMMENDED MOTION:

Approve the presented SISD American Rescue Plan Act Mitigation and Prevention Plan for the 2022-2023 School Year.



Southeast Island School District

American Rescue Plan (ARP) Act

Mitigation and Prevention Plan

2022-23

Board Approved 9/3/21
Board Approved updates 10/26/21
Board Approved updates 2/23/22



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 Recommends Following CDC Guidance, however will continue to respect Mask Choice.

In consultation with state and local public health representatives, SISD 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 to 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 per ASAA and regional games.

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 to 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 per ASAA and regional games.

If the district’s Medical Advisory Committee recommends that one or more of SISD’s schools 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. This decision will be made by district administration in consultation with local school staff.

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. This decision will be made by district administration in consultation with local school staff.

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. 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 the south side of Thorne Bay, Hollis, Klawock and Craig. Students and bus drivers will be required to follow federal transportation regulations if masks are required. During High Risk scenarios when the district has moved to a distance instructional model bus service will be canceled.

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 infectious diseases, SISD has the opportunity and responsibility to continue 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, healthy lifestyle, and immune system education for all K-12 students. Our basic educational message will be:

- Cover your cough
- Wash hands often
- Stay home if exhibiting disease symptoms₃₀



- Maintain a healthy lifestyle
- How the immune system protects us
- How to support a strong immune system

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 of 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](#)

After two years of experience with Covid-19 staff, parents and students have become seasoned veterans when it comes to mitigating the transmission of infectious diseases.

With that in mind, the following protocols will stay in place with the goal of maintaining the health of all district stakeholders;

- Monitoring temperatures of people entering district facilities
- Recording temperatures in excess of 100 F, and any associated disease symptoms
- Requesting staff and students stay home if experiencing disease symptoms;
- Maintaining cleaning protocols

If a student or employee becomes ill at work and is exhibiting one or more of the disease 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 disease symptoms outlined below they will be asked to stay at home.

- | | | |
|--|--|-----------------------------|
| *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 F | | |

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.

Voluntary COVID-19 testing for staff members and students 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 extracurricular 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 buses are canceled 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 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 Members

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

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

(907) 828-8254

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E-mail: sisd@sisd.org

Meeting: September 21, 2022 – Regular Board of Education Meeting

Category: Business Item

Subject: 2nd Reading, 2022-2023 Student/Parent Handbook

RECOMMENDATION

It is the administration's recommendation that the School Board approve the 2022-2023 Student/Parent Handbook.

PERTINENT FACTS:

The 2022-2023 Student/Parent Handbook includes updates made by a committee of staff members in June 2022.

RECOMMENDED MOTION:

Approve the 2022-2023 Student/Parent Handbook.

Southeast Island School District



Student/Parent Handbook

2022-2023 School Year

Sherry Becker, Superintendent

VISION STATEMENT

Students are equipped to realize their dreams and aspirations

MISSION STATEMENT

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

This handbook belongs to: _____

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

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

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WHY SHOULD YOU CARE ABOUT THIS HANDBOOK?

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

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

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

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

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

4 – DAY SCHOOL WEEK CALENDAR

| 2022-2023 District-wide Calendar for ALL Schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------------------------|------------------------|----|----|----|----|------------------------|----|------------------------|----|----|----|----|------------------------|----|------------------------|----|----|----|----|------------------------|----|----|----|----|----|----|---|
| 4-day School Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEGEND | | Aug-22 | | | | | | | Sep-22 | | | | | | | Oct-22 | | | | | | | | | | | | |
| C | School Closes | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | | | | |
| E | End of Quarter | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | 1 | 2 | 3 | | | | | | | 1 | | | | | |
| H | Legal Holiday | | | | | | | | | | | | | I | | | | | | | | | | | | | | |
| I | Inservice Day | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | |
| M | Parent-Teacher Conf Meeting reqts | | | | | | | | | H | | | | | | | | | | | | | | | | | | |
| N | Parent-Teacher Conf Not meeting reqts | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | |
| O | School Opens | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | |
| S | Saturday School | | W | W | W | I | I | | | | | | | W | | | | | | | | | | | | | | |
| T | Testing | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | |
| V | Vacation Day | | O | | | | | | | | | | | W | | | | | | E | W | | | | | | | |
| W | Teacher Workday | | | | | | | | | | | | | | | 30 | 31 | | | | | | | | | | | |
| | Student Day | # of Inservice Days: 2 | | | | | | | # of Inservice Days: 1 | | | | | | | # of Inservice Days: 1 | | | | | | | | | | | | |
| | | # of Student Days: 3 | | | | | | | # of Student Days: 17 | | | | | | | # of Student Days: 17 | | | | | | | | | | | | |
| | | # of Teacher Days: 8 | | | | | | | # of Teacher Days: 20 | | | | | | | # of Teacher Days: 19 | | | | | | | | | | | | |
| Nov-22 | | | | | | | Dec-22 | | | | | | | Jan-23 | | | | | | | Feb-23 | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 |
| | | | | | I | | | | | | | W | | H | | | | | I | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| | | | | | W | | | | | | | | W | | | | | | | | | | | | | | W | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| | | M | M | | | | | | | | | | | | | | | | E | W | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| | | | V | H | H | | V | V | V | V | V | V | | | | | | | W | | | | | | | | W | |
| 27 | 28 | 29 | 30 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | 31 | | | | | 26 | 27 | 28 | | | | | |
| | | | | | | | H | V | V | V | V | | | | | | | | | | | | | | | | | |
| | | | | | | | # of Inservice Days: 1 | | | | | | | # of Inservice Days: 0 | | | | | | | # of Inservice Days: 0 | | | | | | | |
| | | | | | | | # of Student Days: 16 | | | | | | | # of Student Days: 17 | | | | | | | # of Student Days: 16 | | | | | | | |
| | | | | | | | # of Teacher Days: 18 | | | | | | | # of Teacher Days: 19 | | | | | | | # of Teacher Days: 18 | | | | | | | |
| Mar-23 | | | | | | | Apr-23 | | | | | | | May-23 | | | | | | | Jun-23 | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | | 1 | 2 | 3 | 4 | | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | |
| | | | | | | | | | | | | | | | | | | | W | | | | | | | C | W | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | | | | | I | | | | M | M | | W | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| | | | | | | | | | | | | | | | | | | | W | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| | | | | | E | W | | | | | | | I | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | | |
| | | | V | V | | | | | | | | | | | | | | H | | | | | | | | | | |
| | | | | | | | 30 | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | # of Inservice Days: 1 | | | | | | | # of Inservice Days: 1 | | | | | | | # of Inservice Days: 0 | | | | | | | |
| | | | | | | | # of Student Days: 16 | | | | | | | # of Student Days: 16 | | | | | | | # of Student Days: 18 | | | | | | | |
| | | | | | | | # of Teacher Days: 18 | | | | | | | # of Teacher Days: 18 | | | | | | | # of Teacher Days: 20 | | | | | | | |

146 Student Days

142 days:

- * Grades 1-12: 7 hours + lunch (8 am - 3:30 pm)
- * Grade K: 5 hours, 5 minutes + lunch (schedule set by school)

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

- * Grades K-12: 5 hours + lunch

172 Teacher Working Days

146 student days: 7.75 hours/day

8 inservice days: 7 hours/day

18 workdays: 6 hours/day

School Schedules

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

WHY IT'S IMPORTANT TO COME TO SCHOOL

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

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

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

ATTENDANCE

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

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

Attendance Interventions

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

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

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

Definition of Absence

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

Excused vs. Unexcused Absence

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

Absences and Checking Out

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

Makeup Work

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

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

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

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

Tardies

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

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

SISD MODEL OF INSTRUCTION

Elementary-Middle School

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

High School

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

MATERIALS & EQUIPMENT

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

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

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

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

GRADES/REPORT CARDS

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

HIGH SCHOOL GRADUATION REQUIREMENTS **BOARD POLICY 6146.1**

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

Credits Required for Class Ranking

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

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

Credits Required for Graduation

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

Total = 24 credits

Awarding Credit

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

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

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

Incomplete Scores

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

Credit for Repeat Courses

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

Credit from Other Programs

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

Pass the Class the First Time

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

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

Early Graduation

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

Graduation Ceremonies

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

Valedictorian/Salutatorian

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

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

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

College Courses for Dual Credit

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

UNIVERSITY OF ALASKA'S SCHOLAR AWARD

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

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

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

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

POST-SECONDARY EDUCATION

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

COUNSELING AND GUIDANCE

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

SISD AK-TRAILS CORRESPONDENCE/HOMESCHOOL PROGRAM

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

SUMMER PROGRAMS

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

Academic Summer School

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

Summer Camps and Service Learning

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

ACTIVITIES/ATHLETICS

Right to Participate

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

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

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

See Notice of Non-Discrimination in Appendix

Attendance and Participation

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

School Board Policy

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

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

ATHLETICS

ATHLETIC SCHEDULES

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

Schedule for Elementary and Middle School Sports

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

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

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

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

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

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

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

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

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

ATHLETIC EQUIPMENT

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

ALCOHOL, TOBACCO OR SUBSTANCE ABUSE OR POSSESSION

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

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

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

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

Misconduct While Traveling

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

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

RULE INFRACTION VERIFICATION

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

EXTRA-CURRICULAR ACTIVITIES

Expectations and Qualifications needed to Participate in Extracurricular Activity

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

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

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

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

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

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

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

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

Must be in compliance with absence limits;

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

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

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

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

Must meet all ASAA requirements;

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

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

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

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

Ten practices are required before participating in any event;

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

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

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

School Board Policy

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

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

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

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

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

FIELD TRIPS

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

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

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

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

SCHOOL DANCES

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

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

General Dance Rules:

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

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

FUNDRAISING

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

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

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

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

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

STUDENT CONDUCT

School Culture and Social Norms

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

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

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

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

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

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

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

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

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

Minor Offenses

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

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

Moderate Offenses

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

Moderate Offense Consequences

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

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

Extreme Offenses

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

Extreme Offense Consequences:

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

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

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

Classroom Etiquette

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

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

Hallway Behavior

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

Suspensions

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

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

In-school Suspension

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

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

Out-of-school Suspension

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

Expulsion

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

Weapons and Dangerous Instruments

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

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

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

SEARCH & SEIZURE

BP 5145.12

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

School Property

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

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

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

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

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

PUBLIC DISPLAY OF AFFECTION

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

VANDALISM, THEFT AND GRAFFITI

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

ALCOHOL AND OTHER DRUGS

BP 5131.6

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

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

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

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

Drug/Alcohol Free Zone

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

Tobacco Free Zone

BP 5131.62

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

DRESS AND GROOMING

BP 5132

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

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

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

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

DIGITAL CITIZENSHIP

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

LEAVING SCHOOL PROPERTY FOR LUNCH

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

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

TRANSPORTATION

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

Bus Conduct

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

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

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

DUE PROCESS AND APPEAL

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

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

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

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

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

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

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

VISITORS

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

PARENT SECTION

PARENT/GUARDIAN INVOLVEMENT

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

VISITORS

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

SOUTHEAST ISLAND SCHOOL DISTRICT CONTACTS

Administration

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

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

ENTRANCE AGE BOARD POLICY 5111(B)

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

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

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

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

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

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

PROGRESS REPORTING

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

Retention

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

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

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

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

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

STATE TESTING

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

2022 – 2023 Assessments

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

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

DISPLAY OF FLAGS/PLEDGE OF ALLEGIANCE AS 14.03.130

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

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

FOOD SERVICE/CHILD NUTRITION PROGRAM

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

CRISIS INTERVENTION

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

CHILD ABUSE REPORTING

AS 47.17.010-070.

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

ANTI-HARASSMENT POLICIES

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

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

Harassment

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

Harassment occurs when:

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

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

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

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

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

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

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

Bullying

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

Cyberbullying

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

DUE PROCESS AND APPEAL

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

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

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

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

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

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

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

APPENDIX A: AHERA (ASBESTOS NOTIFICATIONS)

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

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

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

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

2022-2023 ASBESTOS NOTIFICATION: Kasaan

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

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

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

APPENDIX B: NOTICE OF NON-DISCRIMINATION

Notice of Nondiscrimination

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

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

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

Chris Page Haufe
Name of Title IX Coordinator

Deidre Jenson
Name of Section 504 Coordinator

Executive Assistant/HR Manager
Title

Thorne Bay Principal/Student Services Director
Title

Thorne Bay, Alaska
Office Location

Thorne Bay, Alaska
Office Location

907-828-8254
Phone

907-828-3921
Phone

907-828-8257
Fax

907-828-3901
Fax

cpage@sisd.org
Email

djenson@sisd.org
Email

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX E: ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

Student Agreement

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

Name of Student: _____

Date: _____

Signature of Student: _____

Parental Agreement

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

Name of Parent/Guardian: _____

Date: _____

Signature of Parent/Guardian: _____

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



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 21, 2022 – Regular Board of Education Meeting

Category: Business Item

Subject: Resolution 2023-01: A Resolution Updating Local Account Access

RECOMMENDATION

It is the administration's recommendation that the School Board approve Resolution 2023-01: A Resolution Updating Local Account Access

PERTINENT FACTS:

This resolution adds Superintendent Sherry Becker and Payroll/Fixed Assets Manager Karen Clark as approved signers on all ASC accounts and adds local access to those accounts.

RECOMMENDED MOTION:

Approve Resolution 2023-01: A Resolution Updating Local Account Access

SOUTHEAST ISLAND SCHOOL DISTRICT
Resolution 2023-01

WHEREAS, the Southeast Island School District has checking and credit card accounts established at First Bank; AND

WHEREAS, the Southeast Island School District schools with a First Bank account currently include Hollis, Hyder, Naukati, Port Alexander, and Whale Pass; AND

WHEREAS, an Advisory School Council (ASC) can be established at each Southeast Island School District school; AND

WHEREAS, the school ASC's function under the direction of the Southeast Island School District Board of Education; AND

WHEREAS, each ASC can establish checking and savings accounts at federally insured banks or credit unions; AND

WHEREAS, Karen Clark is the current payroll/fixed assets manager and Sherry Becker is the current superintendent for Southeast Island School District; AND

WHEREAS, One of the duties of the payroll/fixed assets manager and of the superintendent is to act as an account signatory; AND

WHEREAS, One of the duties of a local ASC Treasurer is to report on finances of which their checking/savings accounts are included and access is required.

NOW, THEREFORE, BE IT RESOLVED: The Southeast Island School District Board of Education authorizes updating the list of authorized signers on the Southeast Island School District First Bank Advisory School Council accounts to add Karen Clark and Sherry Becker as authorized signers and add current local access to the accounts, effective immediately.

ADOPTED September 21, 2022, at a duly convened meeting of the Southeast Island School District Board of Education at which a quorum was present and voting.

Shannon Silverthorn, Board President
Southeast Island School District

Attested: _____
Sandy Curtis, Board Clerk
Southeast Island School District



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Meeting: September 21, 2022 – Regular Board of Education Meeting

Category: Business Item

Subject: PowerSchool Renewal Quote #: Q-678164-1 for License and Subscription Fees (\$12,657.91)

RECOMMENDATION

It is the administration's recommendation that the School Board approve the PowerSchool Renewal Quote #: Q-678164-1 for License and Subscription Fees for \$12,657.91.

PERTINENT FACTS:

This quote includes our student information system where all student information is kept, PD+ (Professional Development Plus), Enrollment Express, and Ecollect forms:

- PD+: provides training catered to the user's specific job role. The training is self-paced and can be selected by the user or assigned by an administrator
- Enrollment Express: an online platform to gather enrollment information
- Ecollect Forms: Includes many templates and customizable forms that can be used during the enrollment process and throughout the year.

RECOMMENDED MOTION:

Approve PowerSchool Renewal Quote #: Q-678164-1 for License and Subscription Fees for \$12,657.91.



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Meeting: September 21, 2022 – Regular Board of Education Meeting

Category: Business Item

Subject: Elective Course Description: Introduction to GIS

RECOMMENDATION

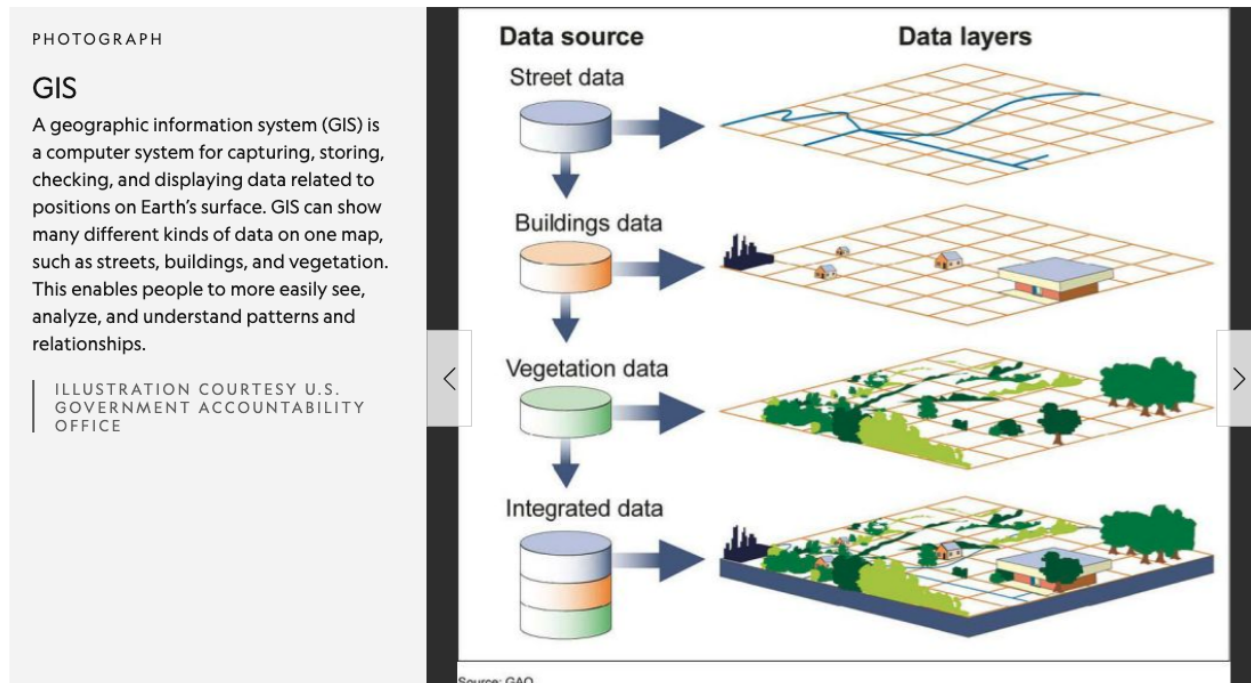
It is the administration's recommendation that the School Board approve the elective course description for Introduction to GIS.

PERTINENT FACTS:

This course description is for the elective course, Introduction to GIS (Geographic Information Systems). The course would be available to secondary students in grades 7-8 and 9-12.

Below is a graphic from the National Geographic website

(<https://education.nationalgeographic.org/resource/geographic-information-system-gis>) that helps illustrate GIS.



RECOMMENDED MOTION:

Approve the elective course description "Introduction to GIS"

Elective Course Description

Course Name

Introduction to Geographic Information Systems (GIS)

Course Number

TBD after Board approval

Length of Course

One Semester

Grade Level

7-8, 9-12

Credit Type

0.5 Elective Per Semester (for students in grades 9-12)

Grading Scale

A-F

Course Prerequisite

None

Course Summary

The focus of the course is to deepen each student's understanding of how we gather and use spatial data to recognize, represent, and communicate information about real-world issues. In addition, students are challenged to discuss solutions to these problems in a logical and creative way. Students will learn to use ArcGIS software on their computers. After taking this class, each student will have a better understanding of how GIS relates to their everyday lives, as well as the “where” and “what” of applied geography in the form of maps and spatial information.

Primary Materials

Lessons and materials will be accessed primarily through the Environmental Systems Research Institute (ESRI) [site](#). We will use ArcGIS software, developed by ESRI.

Standards

Alaska Computer Digital Literacy Standards

- Empowered Learning
 - 6-12.EL.4 Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
- Knowledge Construction
 - 6-12.KC.1 Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
 - 6-12.KC.2 Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.
 - 6-12.KC.3 Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.
 - 6-12.KC.4 Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.
- Computational Thinking
 - 6-12.CT.1 Students practice defining problems to solve by computing for data analysis, modeling or algorithmic thinking.
 - 6-12.CT.2 Students find or organize data and use technology to analyze and represent it to solve problems and make decisions.
- Creative Communication
 - 6-12.CC.2 Students create original works or responsibly repurpose other digital resources into new creative works.
 - 6-12.CC.3 Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.
- Global Collaboration
 - 6-12.GC.1 Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures.
 - 6-12.GC.2 Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective.
 - 6-12.GC.3 Students determine their role on a team to meet goals, based

on their knowledge of technology and content, as well as personal preference.

- 6-12.GC.4 Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues.

Alaska Computer Science Standards for High School

- Data Analysis
 - Collection, Visualization and Transformation
 - L1.DA.CVT.01 Use tools and techniques to locate, collect and create visualizations of small and large-scale data sets (e.g., paper surveys, online data sets, etc.).
- Community, Global and Ethical Impacts
 - Culture
 - L1.CGEI.C.02 Demonstrates how a given algorithm applies to problems across disciplines.
 - Social Interactions
 - L1.CGEI.SI.01 Demonstrates how computing increases connectivity to people in various cultures.
- Safety, Law and Ethics
 - L1.CGEI.SLE.4 Describe the beneficial and intrusive aspects of advancing and emerging technologies (e.g., artificial intelligent agents, IoT, robotics).
 - L1.CGEI.SLE.5 Discuss diverse careers that are influenced by computer science and its availability to all regardless of background.

Assessment

Assessments (30%), skill demonstrations (35%), projects (35%)

Activities

Week 1

What is GIS? A brief introduction on what it is, the history of GIS, how it is used, and the software we'll be learning (ArcGIS). Will also introduce data models and coordinate systems.

Week 2

Maps and Data in ArcGIS Online. Introduction to the different types of virtual maps.

Week 3

3D Maps in ArcGIS Online - moving between 2D and 3D to see the world in a new perspective.

Introduction to GeoInquiries for World History, American Literature, and Earth Science.

Week 4

Data Collection in ArcGIS Online - how to create a data collection form, publish and share your survey, and analyze fieldwork data.

Relevant GeoInquiries lessons related to other course content (ongoing).

Week 5

Storytelling in ArcGIS Online - how to communicate information in meaningful ways.

Relevant GeoInquiries lessons related to other course content (ongoing).

Week 6

Exploring Tectonic Hazards - the spatial relationship between volcanoes, earthquakes, plate boundaries and major cities. GIS skills will be used throughout this lesson.

Week 7

Student-led projects using data collection and basic GIS skills related to course content (can relate to any current course), class projects, and/or place-based issues of interest to the student(s). Students will obtain approval for their project and then work with the teacher to outline a plan for data collection, map creation, and project presentation. This is ongoing.

Week 8

Relevant GeoInquiries lessons related to other course content (ongoing).

Student-led projects (ongoing).

Week 9

Relevant GeoInquiries lessons related to other course content (ongoing).

Student-led projects (ongoing).

Week 10

Relevant GeoInquiries lessons related to other course content (ongoing).

Student-led projects (ongoing).

Week 11

Relevant GeoInquiries lessons related to other course content (ongoing).

Student-led projects (ongoing).

Week 12

Relevant GeoInquiries lessons related to other course content (ongoing).
Student-led projects (ongoing).

Week 13

Relevant GeoInquiries lessons related to other course content (ongoing).
Student-led projects (ongoing).

Week 14

Relevant GeoInquiries lessons related to other course content (ongoing).
Student-led projects (ongoing).

Week 15

Relevant GeoInquiries lessons related to other course content (ongoing).
Student-led projects (ongoing).

Week 16

Final discussions and thoughts about GeoInquiries lessons.
Final presentations of student-led projects.



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Meeting: September 21, 2022 – Regular Board of Education Meeting

Category: Business Item

Subject: Request for a One-Year Extension to The Sale Agreement and Promissory Note for the Purchase of the Southeast Island School District (SISD) Floating Building.

RECOMMENDATION

It is the administration's recommendation that the School Board approve Trevor Sande's request for a one-year extension to the sale agreement and promissory note for the purchase of the SISD floating building.

PERTINENT FACTS:

The original agreement included a 20% down payment on closing and the district carrying the contract for one year with a 6% annual interest rate and a balloon payment on or before October 22, 2022. As additional security, the offeror included a lien on a piece of their property until the final payment is made.

The structure is in place at the purchaser's oyster farm lease site in Ketchikan. The structure is insured; however, Trevor Sande, the purchaser, has been unable to obtain financing for the building as a floating structure. In response to that, he has started the amendment process with the Alaska Department of Natural Resources to modify his aquatic farming lease to include additional area that would enable him to ground the structure. Attached is the exhibit that accompanied his lease modification request. He asserts that once the structure is firmly grounded, it will be treated like a land-based building and should be quite simple to refinance.

Mr. Sande has requested a one-year extension to the sale agreement and promissory note to allow the permitting to be completed. A one-year extension would result in the final balloon payment being due on or before October 22, 2023. The monthly payments and interest rate would remain the same.

RECOMMENDED MOTION:

Approve the one-year extension to the sale agreement and promissory note for the purchase of the SISD floating building.



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Meeting: September 21, 2022 – Regular Board of Education Meeting

Category: Business Item

Subject: FY 2023 Professional Services Contract with Alaska Speech Trooper for Speech & Language Pathology Services

RECOMMENDATION

It is the administration's recommendation that the School Board approve the FY 2023 Professional Services Contract with Alaska Speech Trooper for Speech and Language Services.

PERTINENT FACTS:

Kristen DeBord of Alaska Speech Trooper will provide both on-site and teletherapy services under this contract. Ms. DeBorg has successfully provided speech and language services to students at other school districts in the past when she worked for Southeast Regional Resource Center (SERRC). Under this contract, Ms. DeBorg would provide services through her own business from October 2022 through May 2023.

RECOMMENDED MOTION:

Approve the FY 2023 Professional Services Contract with Alaska Speech Trooper for Speech and Language Services.

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 ¹⁰³ • Exemplary Stakeholder Nominations |



Hollis School

"Where education meets the whole student
And challenges us all to look beyond what we can only see."

Advisory School Council Meeting Agenda and Notes

August 22, 2022
6:00 PM

Southeast Island School District

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.

Annual District Goals

Prepare Students for Post-Secondary Life

Provide Sufficient/Effective Staff Support

Improve Communication District and Community Wide

Increase Visibility to Share Lifestyle and Increase Enrollment

Hollis School ASC MEMBERSHIP AND MEETING AGENDAS, NOTES, DATES & TIMES:

Here is a link to Hollis ASC Meeting notes, agendas, and supporting documents:

<https://drive.google.com/drive/folders/1Hhp4RZx04oJc61LCCiff90CZ2wCtLo7y?usp=sharing>

ALL Hollis Community members and Hollis School students and families are invited and encouraged to attend our Hollis Advisory School Council (ASC) meetings. Meetings are virtual via Google Meets.

We will determine the 2022-23 meeting schedule on August 22, 2022.

Google Meet joining info

Video call link: <https://meet.google.com/whm-fbvs-pgg>

Or dial: (US) +1 475-328-0552 PIN: 767 436 652#

AGENDA: All referenced items for this August meeting may be found in this shared folder:

<https://drive.google.com/drive/folders/1zfYepo2iNJUdH-vRI6o1Rq0YJiHqwFNA?usp=sharing>

A. Call To order: at 6:30 PM.

B. In attendance:

- In Person: William Tyrell, Jason England, Amanda Baker, Alex Brewer, Shaine Nixon,
- On Line: NA
- Excused: Julie Vasquez for part of the time.

C. People to be heard:

2022-2023 officers and standing members:

Superintendent: Sherry Becker

Principal Shaine Nixon

■ President: Vacant

- Vice President: Vacant
- Secretary: Vacant -
- Treasurer: Vacant
- Student Representative: Vacant
- Lead Teachers— *Julie Vasquez/Lisa Cates*

AGENDA Items for August 22, 2022 Advisory School Council Consideration with notes under ITEMS DISCUSSED:

Approval of minutes from meeting: May 26, 2022

[May 26, 2022 Minutes - Hollis ASC.docx](#)

- *May 26, 2022 minutes:* move and approve to accept the minutes as written.
 - Moved to: Jason England
 - Seconded: Amanda Baker
 - Action: Voted, unanimous, approved

Approval of August 22, 2022 agenda

- **May 26, 2022** move and approve to accept the agenda as written.
 - Moved to: Jason England
 - Seconded: Amanda Baker
 - Action: Voted, unanimous, approved - SEE NOTES -

NOTE - all items were deferred to the September meeting. Will roll the agenda over until September. All discussed the need for participation, fundraising ideas and spent the time sharing ideas, connecting and getting to know the new principal Shanine Nixon.

2022-23 meeting set for the last Thursday of the month at 3:00 PM. We hope this will increase attendance and involvement. Next meeting Thursday September 29, 2022 at 3:00 PM. We will hope for elections at that time.

September needs:

- officers
- prom bill
- reformat agenda to ensure in the same order at other schools

Resources from prior training:

ASC and Roberts Rules of Order Training

Here is a link to the SISD ASC Handbook: [ASC Handbook SISD Revised 9.11.20 copy.jpg](#)

Here is a copy of a Robert's Rules of Order Cheat Sheet for Nonprofits:

[Robert's Rules of Order Cheat Sheet for Nonprofits BoardEffect.pdf](#)

Old Business:

***STANDING ITEM:**

Treasurers' reports and accounting:

Follow Up on requested account bank change and reporting - see April 15, 2021 Minutes from [April 15, 2021 Hollis ASC.docx](#)

DISCUSSION:

Balance:

Online banking progress:

Account Transfer progress: Waiting on information that this has been completed

Updated district record progress:

Expenses to consider:

a. *Proposal to pay 2021-2022 Prom expenses. See correspondence:*

■ **DISCUSSION:**

- Moved to:
- Seconded:
- Action:

b. *Pay highschool student dual enrollment tuition until reimbursed from grant.*

■ **DISCUSSION:**

- Moved to:
- Seconded:
- Action:

c. *Reimburse staff for Open House Meal Expenses. Receipt presented.*

■ **DISCUSSION:**

- Moved to:
- Seconded:
- Action:

STANDING ITEM:

Mission and Vision and Goals and Objectives:

Supporting documents are located in this folder: [ASC Hollis Goals, Plans, Vision & Mission Work](#)

Staff update on:

- “How we Do School” progress and transition plans.
- FY 2022-23 Academic focus:
 - Alaska Studies and Civics
 - 1/2 Mile Creek
 - Food sustainability Grant programs
 - Hollis & Alaska Story: School Time Capsule
 - I Am... We Are

DISCUSSION:

****ACTION:**

STANDING ITEM: Projects

- Project Updates:
 - Emergency Plan Update
 - Student Store
 - School Business
 - Camp and after school programming
 - Garden & Greenhouse
 - Bicycle Project

DISCUSSION: Checklist with summaries and resources almost completed.

****ACTION:**

STANDING ITEM: Fundraising

- Ideas:
 - Fun Run

■ Pizza Delivery

DISCUSSION: Checklist with summaries and resources almost completed.

****ACTION:**

STANDING ITEM:

New School Update

Resources: [Hollis School Replacement 95% CD SPECIFICATIONS Vol 2.pdf](#)

Plans during construction:

****DISCUSSION:**

****ACTION:**

STANDING ITEM:

Communication, Events and Activity schedule for the 2022-2023 year:
Update on processes

School Facebook Page

Annual and Weekly Calendar

Introduction of the District Communication System

****DISCUSSION:**

****ACTION:**

STANDING ITEM:

Athletics: Updates Archery, Shooting, Wrestling:
Coaches, schedules

****DISCUSSION:**

****ACTION:**

STANDING ITEM:

Campus Maintenance (Water, Heat, Power, Building, Grounds, Vehicles)

****DISCUSSION:**

****ACTION:**

STANDING ITEM:

Personnel and Volunteer Programs: recruitment, hiring and retention

Introduction of 2022-2023 Administrators and Staff

Volunteer Opportunities

DISCUSSION:

****ACTION:**

New Business:

ITEM:

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ASC MEMBERSHIP AND MEETING DATES & TIMES:

Increase Hollis ASC Participation, Elections of 2022-2023 Officers and student positions.

ALL Hollis Community members and Hollis School students and families are invited and encouraged to attend our Hollis Advisory School Council (ASC). Meetings had been at 4:00 PM on the last Thursday of every month. Meetings are in-person and virtual via Google Meets.

- Set 2022-2023 Meeting dates and times
- Officers - review rolls and schedule election

DISCUSSION:

****ACTION:**

- Moved to:
- Seconded:
- Action:

ITEM:

School-wide plan and Parent Engagement plan.

What idea, suggestions do you have?

DISCUSSION:

****ACTION:**

The next meeting will be at 3:00 PM on September 29, 2022 -.

**Next SISD Board of Education Work Session and Meeting September, 2022*

BoardBook Link

Southeast Island School District is inviting you to a scheduled Zoom meeting.

Topic: Southeast Island School District Board of Education Work Session

Join Zoom Meeting

<https://us02web.zoom.us/j/86148616131?pwd=cUI2a1FSShd1bTBwaGkwcU9Ram92UT09>

Meeting ID: 863 5006 6529

Passcode: 604722

Hollis School Public Calendar Link:

<https://calendar.google.com/calendar/u/0?cid=Y190OGNkZWQyNGM4OWtqaWY0MXAzbHVocDg5c0Bncm91cC5jYWxlbnRhci5nb29nbGUuY29t>

**Information—all up-to-date information will be posted on our Facebook page and sent out on our school Facebook Messenger Group.*

***School contacts:**

Please share suggestions/questions/concerns by any of the following:

1. • private message both Julie and Lisa,
2. • email both Julie jvasquez@sisd.org and Lisa lcates@sisd.org,
3. • and/or call -please leave a voicemail as you can- the school 907-530-7108 or lisa at 907-530-7007 (home) or 208-860-7752 (cell)

Adjournment:

- Move to adjourn:
 - Seconded:
 - Vote to Adjourn:
 - Adjourned: 7:30 PM

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Effective: July 2019

Revised: September 2022

SOP No. 2 HUMAN RELATIONS

1. PURPOSE: To establish uniform procedures for management of employee relations.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: Superintendent or designee, Supervisors, all employees.
4. PROCEDURES FOR HIRING:
 - a. The Superintendent shall approve position vacancies in accordance with the Board-approved budget.
 - b. Approved vacant positions shall be advertised on the school district website and posted locally, with Alaska Job Service, on Alaska Teacher Placement, and/or elsewhere as appropriate. A record of all school district postings shall be retained by the HR department for two (2) years [Reference RRDS 06.19] or as otherwise required [Reference RRDS 06.20 and 06.21].
 - c. Prospective employees should not be informed of the availability of a position until it is posted.
 - d. Electronic applications are preferred; however, hard-copy applications will be accepted.
 - e. All qualified applicants shall go through initial screening.
 - f. An appropriate number of candidates interviewed – at least three (3) if three (3) or more candidates are qualified; all qualified candidates if less than three (3) candidates are qualified.
 - g. Before a position is offered, professional references must be checked. Suitable “professional references” include current/former supervisors, clients, business associates and other individuals who have direct knowledge of the candidate’s work history and performance. In the absence of professional references, certain personal references should be contacted. Suitable “personal references” include teachers, counselors, clergy-members and other individuals who can speak objectively about the candidate’s character. Personal friends and family members are not to be used as references.

- 1) External candidates: at least three (3) references must be checked, including one from the most recent employer.
 - 2) Internal candidates: at least two (2) references must be checked.
 - 3) Student candidates: principal or admin recommendation plus at least one (1) addition reference
- h. All offers of employment are contingent upon successfully passing a background check.
 - i. Employees must have all hire paperwork completed and must have an approved personnel action form (PAF) or contract before starting work. If paperwork is not completed within 7 (seven) days, the offer of employment may be rescinded. Employees shall electronically sign their contracts (or PAF's) and submit through the District's online HR program, TalentEd, within three (3) days of receipt or the first day of work, whichever is earlier.
 - j. All regular or contracted employees shall receive job description, a work year calendar, and a work schedule within three (3) days of hire.
 - k. Positions designated as temporary may be hired at the discretion of the Superintendent and based on available funds.
 - l. Hiring Department will provide a New Hire Orientation to all successful new hires. At a minimum, the following information will be introduced and explained to the new hires: job/position description, employee handbook, standard operating procedures, board policies and administrative regulations, workers' compensation procedures, and mandated training.

5. PROCEDURES FOR PERSONNEL FILES

- a. A permanent human resources (HR) file shall be maintained for all employees to include all mandated documents. This file is the only and official record of employment for all employees.
- b. A separate permanent HR employee health file shall be maintained for all employees and secured per HIPAA standards. Consult the U.S. DHHS website for current HIPAA standards. <https://www.hhs.gov/hipaa/forprofessionals/index.html>
- c. A separate HR employee security file shall be maintained for all non-certificated employees and secured per Administrative Regulation (AR 3580.1).
- d. Copies of all employee payroll related records, including contracts and PAFs, shall be electronically signed and submitted by the hiring manager (i.e. lead teacher or administrator) within three (3) days of receipt in TalentEd.

- e. Retain employee records (Human Resources and Payroll files) according to Alaska School District Model General Administrative Records Retention and Disposal Schedule (see REFERENCES below).
6. PROCEDURES FOR VOLUNTARY TERMINATION:
- a. Employees must submit resignations by completing the Resignation form in TalentEd, providing advanced notice as identified in board policy, employee handbook, collective agreement, and/or employee contract.
 - b. Per AS 23.05.140, employment terminated by the employee must be paid on the next regular payday that is at least three days after the employer received notice of the termination.
7. PROCEDURES FOR INVOLUNTARY TERMINATION:
- a. Unacceptable behavior that may require involuntary termination must be reported by the supervisor to the Superintendent or designee immediately. It may be necessary to implement disciplinary action. In the event of dangerous behavior toward students or staff, the local authorities should be contacted first, then the Superintendent or designee. It may be necessary to implement the Emergency Preparedness & Disaster Prevention plan.
 - b. Contact HR to ensure that the district's attorney is consulted when considering involuntary termination of an employee. It is a condition of the District's liability insurance coverage that an attorney be consulted before an involuntary termination.
 - c. When an employee is involuntarily terminated, or refuses to complete the form following resignation, the supervisor shall complete the Termination form in TalentEd.
 - d. All wages payable to an involuntarily terminated employee are due to the employee within three (3) business days according to state law [AS 23.05.140]. As such, Payroll must be notified on the day of termination in order to process the employee's pay and associated liabilities in a timely manner.
8. PROCEDURES FOR JOB ABANDONMENT/ABANDONMENT OF DUTIES
- a. If an employee does not call in for two (2) consecutive days, HR should be contacted, re: possible job abandonment. The CBA and/or Employee Handbook should be consulted to assist in terminating an employee who abandons their job.

9. EMPLOYEE EVALUATION

- a. Employees must be evaluated at least annually and more often should job performance require such evaluation.

10. PROCEDURES FOR STAFFING:

- a. District administration will review and revise the certificated staffing and classified staffing needs annually.
- b. All staffing needs for the subsequent year shall be determined by April 30 annually.
- c. When an employee separates from district employment, per potential budget limitations or grant funding changes, that position shall be reviewed for continuation.
- d. Position descriptions should be reviewed and updated periodically (at least every three years).

11. EMPLOYEE LEAVE: For Additional Information, Please See Governing Employee Handbook or CBA

- a. Leave requests shall be submitted through TalentEd. Prior approval by supervisors is required for all leave requests; employees calling in sick must have their sick leave approved immediately upon their return to work. Sick leave absences in excess of three (3) days require a physician's note if requested by the supervisor or human resources department.
- b. Leave will be granted according to the governing CBA, Employee Handbook, and/or board policy. Exceptions may be granted on a limited basis by the Superintendent or designee for extenuating circumstances that are not deemed precedent setting.
- c. Employee leave may be granted provided an employee has sufficient leave balance. Unpaid leave is approved on a case by case basis.

REFERENCES:

BP 4111 Recruitment and Selection; BP 4111.2 Legal Status Requirement; BP 4112.1 Contracts; BP 4112.5 Security Check; BP 4112.6 Personnel Records; BP 4112.8 Employment of Relatives; BP 4115, Evaluation/Supervision; BP 4117.2 Resignation; BP 4118 Suspension/Disciplinary Action; BP 4119.23/4219.3/4319.3, Unauthorized Release of Confidential Information; BP 4161/4261, Leaves; BP 4161.1, Sick Leave; BP 4161.2/4261.2/4361.2, Personal Leaves, BP 4161.4/4261.4/4361.4, Family and Medical Leave; BP 4211 Recruitment and Selection; BP 4215, Evaluation/Supervision; BP 4218

Human Relations (SOP No.2)

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Effective: July 2019

Revised: September 2022

Dismissal/Suspension/Disciplinary Action; BP 4212 Appointment and Conditions of Employment; BP 4217.2, Resignation, BP 4313.2 Promotion/Demotion/Reclassification;

HIPAA info <https://www.hhs.gov/hipaa/forprofessionals/index.html> (5.b.)

AS 23.05.140. Pay periods; penalty. (6.c., 7.b.),

Classified Employee Handbook <https://5il.co/1gdez>

RRDS: Alaska School District Model General Administrative Records Retention and Disposal Schedule: Click on "School Districts, #400.1" <http://archives.alaska.gov/rims> 2013 edition, <https://archives.alaska.gov/documents/rims/schedules/400-1.pdf>

SOUTHEAST ISLAND SCHOOL DISTRICT
Thorne Bay, Alaska

Effective: July 2019

Revised: September 6, 2022

SOP No. 16 FUNDRAISING ACTIVITIES

1. PURPOSE: To establish procedures for fundraising activities by student organizations and/or staff members.
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 in to the Business Office in a timely manner.
4. APPROVAL: All fundraising events or activities shall be pre-approved by the Superintendent/designee.
5. PROCEDURES:
 - a. PRE-APPROVAL REQUIRED

All clubs, organizations, or staff members shall request pre-approval in writing, from the Superintendent/Designee, to raise funds. 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 and submit it to the ASC as an informational item at the next meeting.
 - b. DEPOSITS & WITHDRAWALS

All deposits and withdrawals shall comply with procedures 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 take district cash home with them. FAILURE TO COMPLY WITH THIS POLICY IS GROUNDS FOR DISCIPLINARY ACTION.
 - c. SOLICITING CONTRIBUTIONS

Soliciting contributions is not considered fundraising, but still requires the Superintendent’s pre-approval.
 - d. CROWDFUNDING

Crowdfunding is the practice of funding a project, idea, or items by raising small amounts of money from a large number of people, typically via the internet. The following summarizes the District’s guidelines and procedures for District staff when

wanting to initiate a crowdfunding effort. Note: The District will take into account the volume of requests and may reserve the right to limit the number of requests approved.

- 1) Establishing any online crowdfunding accounts on behalf of a classroom, school or the District, requires written pre-approval from the Superintendent/Designee, who must also ensure BP 3290 is followed.
- 2) Requests for technology must also be pre-approved by the Technology Director.
- 3) Requests that require electric, plumbing or other facility considerations must be approved by the Maintenance & Operations department.
- 4) Approved requests must be forwarded to the Business Office.
- 5) Following notification of final approval, the staff member can create the crowdfunding page.
- 6) No use of the District name, logo, or likeness by any staff member, student or school group may be used for crowdfunding purposes without prior written permission as stated above.
- 7) The District will not fund the remainder of projects receiving partial funding from donors.
- 8) All cash or property secured from crowdfunding is the property of the District.
- 9) All funds raised must be deposited to the ASC's checking account as soon as possible, accompanied by a dated report from the crowdfunding site.
- 10) SOP No. 5 – Purchasing must be followed for the expenditures made with the proceeds of any crowdfunding.
- 11) If there are any unspent funds, the ASC will determine the appropriate way to spend or return the unused funds.
- 12) All items/materials obtained through District-approved crowdfunding are the property of the District. While preference is given for the items/materials to be used and maintained by the employee/group who originally obtained them through crowdfunding, the District reserves the right to transfer such items/materials to another classroom and/or teacher, where necessary.

REFERENCES:

BP 3452 – Student Activity Funds

BP 3290 – Gifts/Grants/Bequests

EXHIBITS: Fundraising Activity Request

Southeast Island School District



Activities Director Handbook

Revised September 2022

| | |
|--|-----------|
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SUPERVISION STRUCTURE

The following table outlines the structure of supervision for the stakeholders involved in the AD's responsibilities.

| Position/Title | Supervisor |
|--------------------------------|--|
| AD | Superintendent |
| Head Coaches/Activity Sponsors | Lead Teacher/Principal with AD support |
| Assistant Coaches | Head Coach |
| Student Athletes | Head Coach/Assistant Coach |

DUTIES AND RESPONSIBILITIES

Responsibilities Before School Year Begins

Event Scheduling

- Meet with other island ADs to plan out schedules for elementary and MS.
- Share information with all lead teachers/secretaries.
- Update this information on the SISD website and public calendar.

Equipment

- Ensure the uniform room and coaches room are clean and organized.
- Inventory, maintain, and track all sports related equipment and items.
- Ensure equipment for sports (score books, balls, first aid kits, etc) are ordered.

Communication

- Meet with lead teachers/admin to advertise for all coaches positions anticipated for the entire school year.
- Plan for attendance at AD meetings (fall, winter, and spring), [ASAA Region V](#)
- Work with lead teachers and secretaries to coordinate gym times on the **PUBLIC - District Wide** Google calendar.
- Become familiar with the ASAA website and training needed for coaches.

Registration of Athletes

- Become familiar with planet high school (ASAA's online portal): planeths.org

General Duties and Responsibilities

Attendance

- Attend all District-sponsored tournaments

Communication

- Communicate and advertise updated K-12 sports information such as new season start/end dates, events, and tournaments to stakeholders through the following processes.
 - Update SISD website Athletics page and the SISD public calendar for K-12 sports to input new season start/end dates, events, and tournaments.
 - Update through Thrill Share - the editing software for the SISD website (Matt can get you set up for training)
 - Update SISD Facebook page.
 - Lead teachers need to advertise on their own facebook page and hang posters in their communities for games and events.
 - Update SISD Public Calendar.
- Accept activities complaints/concerns, report information to supervisor.

Safety

- Be available for emergency purposes 24 hours per day for students and coaches while they are on school-sponsored trips.
- Be available for emergency purposes 24 hours per day for visiting coach/advisors for any emergency situations as they arise.
- Ensure that equipment is up to safety standards and request new equipment when needed.
- Work with coaches to ensure that all accident reports are submitted promptly and accurately to supervisor.

Regulations

- Be aware of and implement the policies, rules, and requirements of Southeast Island School District, ASAA and the State of Alaska; require students and staff to work within these requirements.
- Maintain a drug, alcohol, and tobacco free environment at all times while working with students.

Recordkeeping

- Maintain a monthly record of all district-wide AD expenses (sports equipment that will be used district wide).

Competitions and Other Contests

Student Eligibility

- Ensure that participating students are eligible through Planet High School.
- Complete ASAA eligibility forms, rosters, academic lists, student waiver forms, etc. as necessary and enter forms into PlanetHS. Update as required.
- Ensure that each coach is aware that they must work with the school lead teacher/principal to ensure that participating students are academically eligible to practice/participate in games/travel, etc.

Registration of Athletes

- Submit all student information to Region V tournament director in a timely manner for inclusion in the tournament program.

Home Event Operations

- Obtain rosters from visiting schools and oversee production of game programs
- Ensure AASA (Region 5) housing procedures are followed.
- Oversee and provide transportation (pick up and delivery) for visiting teams.
- Coordinate with the POW Island-wide referee association to ensure that the process for obtaining officials is understood.
- Ensure Officials are hired and that they fill out appropriate paperwork (hiring and timesheets) so they can get paid. [Timesheet for "Basketball" officials](#) - Theresa Fairbanks will have updated pay information for Basketball - and will have rates for any other sports' officials if any. We would just need to modify the form (make a copy and then modify) for other sports' officials.

Away Event Operations

- Obtain roster information from coaches; organize and send to schools for competitions.
- Oversee that all travel arrangements for "away" competitions (flights, ferries, accommodations, transportation) are complete (requested by coaches and completed by District Office staff). [Travel Authorization Form](#)
- Ensure coaches are completing Travel Authorization forms in a timely manner.

Communication

- Contact [local media](#) about home game advertisements and results of games.

- Enter all final scores on the Athletic.net website.
- Contact regional and state media with game results and roster information as requested.
- Coordinate with district staff so that games can be streamed
- Work with Lead Teacher/Principal to ensure:
 - Gym is set-up for all “home” competition
 - Gym is cleaned after all “home” competitions
 - Staff are available to keep books, work admissions table and run clock at all “home” competitions

Activity Supervision

Team Travel

- It is the coaches’ and A.D.’s responsibility to ensure that there are 2 SISD approved adults (the coach can count as one) at each event.

Event Operations

- Serve as event coordinator for regional/state tournaments or events with multiple teams participating.
- Ensure that crowd control is addressed at all events .
- Ensure that EMT are invited to all events (AD and/or Lead Teacher/Principal).

Advisors/Coaches

Recruitment

- Assist school and district office personnel to recruit advisors and coaches for extra-curricular positions and make recommendations to the principal.

Policy and Communication

- Provide consistency for coaches/advisors among programs in terms of eligibility, travel requirements, accommodations, etc.
- Provide coaches/advisors with pertinent district, regional and State information relating to their activity.

Records

- Document pre-season meetings with coaches (agendas, dates, etc.) and receipt of coaches’ handbooks.

- Ensure that records of physical exams and parent permission/medical release forms are completed and distributed to the coach, site admin, and copies are stored and filed by the AD.

Miscellaneous

Communication

- Inform coaches, Lead Teacher/Principals of the best method of contact for non-emergencies; in the case of an emergency, the AD is available 24 hours/day.
- Be available for conference calls and meetings related to school activities.

Inventory and Ordering

- Prepare and submit orders for rule books and supplies for all activities programs

Recordkeeping

- Ensure hiring paperwork is complete **before** coaches, activities advisors, and officials commence work. Approve extra duty compensation agreements, and other relevant paperwork is complete at the end of the season.
- Coordinate with coaches/advisors for end of activity student check-out
- Work with lead teacher and site admin in maintaining high school sports lettering record

Moral and Ethical Standards

- Ensure fair and equitable treatment of all students
- Serve as a role model for students in speech, conduct, and appearance

SPORTS SCHEDULES

High School Sports Schedule

Schedule for high school sports can be found at ASAA.org

Elementary and Middle School Sports Schedule

Below, you will find a seasonal schedule for elementary and middle school sports

| Sport | Month(s) Season is Held | Duration |
|--|--------------------------------|-----------------|
| Elementary and Middle School Cross Country | August to October | 5 weeks |
| Sport | Month(s) Season is Held | Duration |
| Elementary K-5 Indoor Soccer | October to Thanksgiving Break | 6 weeks |
| Middle School Basketball | October to November | 8 weeks |
| Elementary/Middle School Wrestling Grades K-8 | January to February | 7 weeks |
| Middle School Volleyball: Grades 6-8 | February to March | 8 weeks |
| NYO | State Competition is in April | 6 weeks |
| Elementary Basketball Grades k-5 (grouped k-2 and 3-5) | March to April | 6 weeks |

SPORTS DESCRIPTIONS

Below, you will find descriptions of elementary and middle school sports. High school sport information can be found at ASAA.org.

Elementary School Sports Descriptions

Grades K-5

AD Responsibilities

- The A.D. will generate a schedule for teams, both in SISD and with other POW school districts.
- Refer to the coaches handbook for eligibility requirements and needed documentation from students and parents.

Elementary Cross Country: Grouped k-5 and 6-8 for meets.

One week of practice prior to the first meet. Thorne Bay hosts one of the meets. The timer, boundary ribbon, placing ribbons for participants, and other needed materials are found in the Thorne Bay equipment room in a black/yellow tote labeled cross country. The uniforms are youth size t-shirts that need to be distributed at the race, gathered back at the end of each race and washed by the coach. There is a washer and dryer available in the uniform room. There are running shoes available in the uniform and lost and found, as well as white long socks in the uniform room. See Appendix A for an example of a meet.

Elementary Indoor Soccer: Grouped k-5

Two weeks of practice prior to the first tournament. Competes with other SISD schools on the island. Each school with a gym with a participating team will host one tournament during the season. Soccer balls and nets are found at Thorne Bay, Naukati, and Coffman Cove. Uniforms are the color coded youth t-shirts in the gray tote found in the Thorne Bay uniform room. A.D. will make a schedule depending on how many teams are participating, usually it is made once all athletes show up to the tournament. Try to keep students on the teams of their own school. 5 kids make a team. Other sites with extra players can join other teams if they do not have enough to make their own. Each site needs their own coach. Need to find refs (local, not official) to ref the games. Each site gets to play a minimum of 3 games. About 1-2 hour tournaments. See appendix for example schedule.

Elementary and Middle School Red Tide Wrestling (Club Wrestling)

This sport is a “club”. Usually work with the Craig Red Tide coach to coordinate information and events. Dues are required to the Red Tide organization per athlete. Dues need to be paid to the Red Tide wrestling organization. Youth wrestling uniforms are found in the Thorne Bay Uniform room, as well as a few extra pairs of wrestling shoes.

Basketball: Grouped k-2 and 3-5.

All POW school districts participate in elementary basketball. Each school with a gym with a participating team will host one tournament during the season. Coordinate with Klawock, Craig, and Hydaburg on scheduling the tournaments. Each hosting district's A.D. will make their own schedule depending on how many teams are participating. Need to find refs (local, not official) to ref the games. Each site gets to play a minimum of 5 games. About 2-3 hour tournaments. See appendix for example schedule.

Middle School Sports Descriptions

Grades 6-8

AD Responsibilities

- The A.D. will generate a schedule for teams, both in SISD and with other POW school districts.
- Refer to the coaches handbook for eligibility requirements and needed documentation from students and parents.

Cross Country: Grouped k-5 and 6-8 for meets.

See above information under elementary sports. Middle School has one additional meet in Ketchikan with Schoenbar school in the beginning of October.

Basketball

Play in games and an island tournament with Klawock, Craig, and Hydaburg. Each school with a gym with a participating team will host games and one tournament during the season. Coordinate with Klawock, Craig, and Hydaburg on scheduling the weekly games and end of season tournament. Each hosting district's A.D. will make their own bracket for tournaments depending on how many teams are participating. Need to find certified referee officials to ref the games and make sure they fill out the W2 paperwork and refs timesheet found in the coaches office file cabinet (and in appendices).

Red Tide Wrestling

Usually work with the Craig coach to coordinate information and events. Wrestling uniforms are found in the Thorne Bay Uniform room, as well as a few extra pairs of wrestling shoes.

Volleyball mix 6 team

Usually work with the Craig, Klawock, and Hydaburg coaches to coordinate information and events. Ketchikan didn't allow the mix 6 co-ed teams to compete at their Ketchikan tournaments because they only have girls teams and didn't allow for boys to try out due to the competitive female tryouts. Volleyball uniforms are found in the Thorne Bay Uniform room. Each school with a gym with a participating team will host games and possibly a tournament during the season.

High School Sports Descriptions

Please see ASAA.org and Planeths.com for more information

COACHES TRAINING

Meet with coaches as soon as they are hired and go over the entire coaches handbook with them. Help prepare them for the parent/student meeting and attend to provide additional support if needed or requested by the coach.

- Elementary School: Parent meeting includes the season schedule and signed by parent/athlete code of conduct. Student athletes must be enrolled in an SISD school for at least one hour and must have a registration packet on file. AK-TRAILS is an SISD school.
- Middle School: Parent meeting includes the season schedule and signed code of conduct by the parent/athlete, plus a physical before they can join. Physicals are good for a year. Student athletes must be enrolled in an SISD school for at least one hour and must have a registration packet on file. AK-TRAILS is an SISD school.
- High school: Parent meeting includes the season schedule and signed code of conduct by parent/athlete, all online paperwork and videos on planeths.com. plus a physical before they can join. ASAA states that physicals need to be updated every 18 months. Follow ASAA regulations for nono-SISD high school students' participation on an SISD team.

Appendix

Appendix A–Cross Country Meet

Below you will find the information needed to set up and execute an elementary/middle school cross country meet.

Terms

- Rabbit
 - The rabbit is the person that goes slightly ahead of the lead runner during the race. Typically, and ideally, this will be a person on an ATV/4 wheeler/smaller vehicle fast enough to outpace the first place runner. If individuals with these vehicles cannot be found, a car or truck will work.

- Turtle
 - The turtle is the person that follows the last runner during the race. Like the rabbit, ideally this person will be on an ATV/4 wheeler/quad/smaller vehicle.

- Timekeeper
 - The individual who records race times for all participants. This person also starts the race.

- Turnaround Person
 - This person stands at the halfway mark of the race. Once a runner reaches the turnaround person, the turnaround person marks their hand with a marker.

- Course Monitors
 - If you decide to make the race more than an out-and-back down Sandy Beach Rd., you will need course monitors to keep runners on the right track.

- Chute Monitors
 - The chute monitors keep runners in the order they have finished. They also hand out a place holder of some kind that identifies their place in the race.

- Race Recorder
 - Records the names and finish times of runners

Setup

There are many steps to the setup. The number one thing to keep in mind is safety.

- Determine and Mark Route
 - There will be groups of runners. Each group will have a different distance to run for their race. Consult other ADs beforehand to determine these distances.

 - Determine your route. Typically, we have done an out-and-back down Sandy Beach Rd., but a new route can be made.

- Mark the starting point with spray paint on the shoulder of the road, and identify it as the start with an S. You can use chalk, or run a secured ribbon across the road to indicate the start and finish line. The start/finish line should also be marked clearly with cones or flags.
- Mark the turnaround. If you are going down Sandy Beach Rd., you can mark the turnaround line on the shoulder for the younger groups. Identify it with K-3, or whatever the group is. For longer turnaround points past the asphalt, clearly identify the turnaround with cones and a ribbon tied on the side of the road. You can identify the group on the cone.
- If your finish line is different from the start line, clearly define where runners need to go for the finish with cones or ribbon.

Execution

Volunteer Placement and Responsibilities

- The Rabbit
 - The rabbit is placed roughly fifty to one hundred feet in front of the runners before the race begins.
 - Once the timekeeper starts the race, the rabbit maintains this distance in front of the runner.
 - This is to keep the course clear and safe, to monitor that runners are staying on course, and to address potential emergencies.
 - The rabbit turns around at the halfway point, and returns to the finish/start line cautiously, being mindful to avoid runners if the race is an out-and-back.
- The Turtle
 - The turtle is placed behind or to the side of the starting line. Once all runners have started the race and approximately fifty to one hundred feet of distance has been created between the turtle and the last runner, the turtle maintains this distance behind the runner in last place for the entirety of the race. This is for safety purposes, as well as to address potential emergencies.

- The turtle turns around at the turnaround point of the course, or they will follow the last placed runner back if they decide they cannot complete the entire distance of the race.
- The turtle cannot go ahead of the last runner under any circumstances.
- The Turnaround Person
 - This person stands at the midpoint of the race. They mark runners' hands with a marker as they turn around or reach the halfway point. Runners without marks on their hands at the finish line will be disqualified, so it is important to emphasize this to the runners, and to the turnaround person. The turnaround person will need to move farther down the course as the distance increases with the older runners races.
- Timekeeper
 - The timekeeper typically starts the race so they can start the stopwatch. The timekeeper will then go to the finish line so they can record times as runners finish. There are many different stopwatches/time recorders that can record many times at once. There are digital versions and a version that prints out a paper copy. Make sure to practice this before the race begins.
 - After the race is over, the timekeeper will give finish times to the race recorder.
- Chute Monitors
 - This is the most difficult portion of the race to execute. It is suggested that 2-3 volunteers act as Chute Monitors
 - Make sure the chute quickly tapers to one person wide and is long enough to hold all runners in a single file line.
 - You will create a system for runners to show the race recorder what place they came in. For example, some meets use popsicle sticks with numbers on them (1-10 for example). As the runner crosses the finish line a chute monitor hands the popsicle stick with the number they finished in to the runner. The first place runner gets the popsicle stick with a 1, second place gets a popsicle stick with a 2, sixth place gets one with a 6, etc.

- Handing out popsicle sticks or other place markers can get hectic if there is a large group finishing at once. This is why it is suggested to have two people with popsicle sticks. This is for two reasons. Firstly, they are less likely to drop the popsicle sticks if they have less in their hands, and secondly if they are not currently handing out sticks, they can help corral runners to ensure they get the correct stick. For example, person A might have the popsicle sticks 1-5, and Person B may have 6-10. While person A is handing out sticks, person B is helping to make sure the correct runner is getting the correct stick. While person B is handing out sticks, person A can help to make sure they go to the right runner. This is very helpful when there are large groups of runners finishing at the same time.
- The last Chute monitor will make sure runners stay in the correct order while in the chute and approaching the race recorder.
- Race Recorder
 - The race recorder registers runners before the meet.
 - They record the name, school, and finishing place of each runner at the end of the chute.
 - They record the runners' times when the timekeeper gives them the information immediately after the race.

General Summary

- The rabbit is ahead of the start line
- The runners line up
- The timekeeper starts the race, begins stopwatch, and then goes to the finish line to record runner's times as they finish the race.
- The rabbit maintains its distance in front of the first place runner
- The turtle follows the last placed runner.
- The runners get their hands marked at the turnaround point. After the turtle passes, the turnaround person goes farther to the next midpoint if it changes for the next group.

- The runners cross the clearly marked finish line
- As the runners cross the line, the chute monitors give them their place identifier (popsicle stick). Another chute monitor ensures they stay in order in the chute as they approach the race recorder.
- The race recorder records the runners name, school, and place as runners reach the table.
- The race recorder then records the runners' times when they receive them from the timekeeper.