



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION**
Work Session
Wednesday, October 26, 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: 4:30 PM
LOCATION: Howard Valentine Coffman Cove School and via Zoom
618 Howard Valentine Drive
Coffman Cove, Alaska 99918
VIRTUAL URL:

1. Oath of Office for Board Members Elected on October 4, 2022
 - A. Section 1, Seat B (3-year Term): Amanda Blankenship 2
 - B. Section II, Seat C (2-year Term): Sandy Curtis
 - C. Section II, Seat D (1-year Term): William Tyrell
 - D. Section III, Seat E (3-year Term): Molly Kimzey
2. School Board Member Orientation 3
3. Review Updates to the Southeast Island School District (SISD) American Rescue Plan Act Mitigation and Prevention Plan for the 2022-2023 School Year 26

October 25, 2022

To whom it may concern,

I am deeply honored and humbled that I won the vote for SISD School Board in the recent election. Thank you to those who voted for me, for your hope and confidence in me as a candidate. It is with sadness that I must decline this position. I am an employee of Brightways Learning and that is a conflict of interest as they are partnered with SISD in grants and my income is directly impacted by SISDs involvement in these grants. Both positions are extremely important (in my view) and it was a hard decision to make. I am choosing to continue my work with Brightways learning which allows me to work with students, staff, and community members in events like PHlight Club and other related training and events. It was only a short time ago that I was made aware of the conflict of interest and it was too late to withdraw my name from the ballot. I will continue to advocate for our students and staff at school board meetings as an active parent and community member.

Sincerely,
Amanda Blankenship



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Helpful Hints

Getting New School Board Members Off to A Running Start

The responsibility to oversee the educational program for the school district is on the shoulders of the Board of Education. Having this responsibility does not mean that board members have to know how to teach school or administer a building, develop a curriculum, and determine which textbooks to purchase.

It does mean that each board member must carefully read material on a variety of subjects prepared by the staff, draw preliminary conclusions from the reading, and be ready to ask clarifying questions during board meeting discussions before voting on each agenda item.

Be Prepared

Prepare for board meetings by reading all the materials before the meeting. In some cases, the material will contain information and educational terms unfamiliar to you. When this happens, keep a note pad on hand and jot down questions when they come up. Once you've read all the materials contact either the board president or the superintendent to discuss your questions. When topics come up for discussion at the board meeting, jot down additional questions that are not answered to your satisfaction and ask questions before voting. Listen to and get involved in the discussions and keep asking questions until you understand the issue.

Know Your Policy

Review the board policy manual and all the handbooks used in the district. Don't expect to read everything in one sitting but refer to these as questions or concerns arise. Take notes about particular areas needing clarification or which are of concern to you. Discuss these questions and concerns with the superintendent to get his/her perspective. As board and district operations become more familiar, it may become apparent that some policies need to be changed or clarified. Find out when the board reviews the district policies and what the process is for revisions.

You And The Superintendent

Being able to trust and support the administration is of primary importance for all board members. If the working relationship between the board and the administration is not good, the entire district will suffer and the educational program will not be a priority. If there is a general lack of support of the superintendent, the superintendent deserves fair treatment, honest and open evaluations, and a chance to improve the situation. Without these discussions and an organized method to deal with the problems, board members who want to change administrators and hope that the perfect superintendent will apply and be employed will probably be disappointed. The board, not the individual members, needs to give direction to the administration about what it wants done.

Personal Agendas

Everyone has personal agendas. However, personal agendas that waste board time and interfere with the district's operation can be a problem. New board members need to be honest about their concerns, but it should not be a surprise if the rest of the board will not support these concerns at the very first meeting. In most cases, new members will find it wise to wait a few months before beginning any campaigns to change things. Board members who are patient, who thoroughly study the issues and who support their arguments with convincing evidence may succeed in turning campaign issues into board issues sometime during their first term.

It's The Law

Conduct legal board meetings. Board members are bound by the Open Meetings Law. It's important to understand the notice requirement, executive sessions, board-member liability and the privacy rights of employees and students. Ask your superintendent or AASB staff if you're not clear on these.

Listen...

Handle complaints professionally. Be prepared to hear a lot of opinions and problems from the public. Being familiar with board policy and procedure will help to answer specific questions, but many complaints from the public will be difficult to handle. The best advice is to listen and thank the person for calling. Let them know that the matter will be referred to the administration, and encourage them to talk to the superintendent (if it's a general policy or procedure concern) or to the district employee who can help them with the problem. Resist the urge to promise that something will be done.

You Can Make A Difference

People run for office because they want to make a difference and can become overwhelmed by all the restrictions placed on a school district. Take the time to learn about the district. Be patient, persistent and keep in mind that the public has entrusted you, together with your fellow board members, the responsibility to ensure that each child in your district is served.

AASB MISSION

To advocate for
children and youth

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by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

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Board and Superintendent Roles & Responsibilities

Board and Superintendent Roles and Responsibilities Handbook

Clear Board and Superintendent Roles are Crucial to the District

The school board governs and the superintendent administers the school district. While this may sound simple it is often the most difficult area for the board and superintendent to clarify.

Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust and, in the end, conflict and educational failure. In order for boards and superintendents to begin clarifying their roles agreement must be reached on a few common elements.

In general, boards are elected by the community to set priorities, establish policies and evaluate the outcomes of district operation. Superintendents identify needs and policies, develop regulations, provide leadership, and manage the day-to-day operation of the district.

The Role of the School Board

Each school district's needs and conditions are unique. And since the dynamic between a board and its superintendent varies from district to district, they often fall into their own particular version of the proper roles of governance and administration. Unfortunately, few take the time to analyze the division and discuss options for structuring an approach that will be best for the district.

The school board is the final authority in the district. Since the board can only act as a group it confers to the superintendent sufficient legal authority to implement the board's policies and run the day-to-day operations



of the district. The board and superintendent should consult before making any final determination on educational issues affecting the district.

The Role of the Superintendent

The superintendent serves as the board's chief adviser on educational matters and as the district's educational leader. He or she is responsible for ensuring the board is informed about district operations and activities, and about the district's needs.

Developing administrative procedures necessary to manage the district's day-to-day affairs properly and in conformity with board policy is the responsibility of the superintendent. These procedures must be in compliance with all laws, rules and regulations that apply to the district.

The superintendent should ensure sufficient information is provided to the board so it is able to make informed decisions and evaluate the results of those decisions.

Setting Priorities

The board and superintendent should work together to set priorities for the district. Priorities can establish goals for the budget, determine new educational programs, and ensure adequate services are available to students. The board and superintendent should set aside time to define their proper roles within each of these areas.

The superintendent acts as an adviser to the board in establishing its priorities. He or she identifies the current needs of the district, suggests a process, supplies information to the board, makes recommendations and develops strategies for implementing the priorities. Boards make the final determination of priorities for the schools.

Board Policies

Developing its policies is the board's major responsibility. By adopting policies aimed at specific priorities, the board clearly defines its vision for the district while it leaves room for the administration to use judgment in selecting an approach to implementing them. Neither the board nor superintendent can work alone in this process.

The board reviews, evaluates and adopts policies that define its intent for the superintendent and what is needed to implement the policies. The superintendent suggests policies to the board, provides information and drafts written policies, develops regulations, and collects information on the impact specific policies have on the district.

Clarifying Roles

Only the superintendent can manage the day-to-day operations of the district, and only the board can identify the expectations for the district through its policies. Boards that micro-manage are working outside of their policy-making role. Superintendents who macro-manage are superseding the governance role of the board.

Roles of the board and superintendent need to be clarified through discussions of the expectations and responsibilities for various tasks. If there is disagreement about the process or responsibilities, take the time

to discuss each participant's perception of what has taken place in the past and what he or she thinks should take place in the future. AASB's Board Standards offer a good starting point for that discussion. Each of the Standards has indicators that define board responsibilities and actions.

The school board and superintendent should treat each other with respect at all times. The actions of the school board and superintendent should provide the public with confidence that the district is being run professionally and in a manner that is consistent with the students' educational needs and the community's desires and aspirations.

If the school board and superintendent make an effort to understand and respect each other's roles, they will avoid unnecessary conflicts. They also stand the best chance of responding successfully to the various issues confronting the district.

Making the Most of School Board Work

It's summer. It seems like it was just the other day when last year's citizens were beginning their campaigns for local school board races. The wheels are turning in the minds of hundreds of citizens who think they may want to be local school board members. What should voters look for as they assess the qualifications of school board candidates? What skills and commitments are important to school board success? These are some of the things we believe to be important:

Time

Serving on a local school board requires lots of it. No longer is it reasonable to expect board service to take one night per month. Public education has become far too complex and community expectations far too great, for the leisurely pace of yesteryear to be the rule today. Today's board members say they can easily spend 30 or more hours per month on school issues: negotiating contracts, planning, work sessions, community meetings-not to mention personal phone calls and other contacts made.

Commitment to Teamwork

Individual school board members, by themselves, are not empowered to make districtwide changes, but, by working well with board colleagues, the superintendent and with other groups who are shaping public schools, virtually anything is possible. Occasionally a board will find itself embroiled in controversy and turmoil.

Reasonable adults should be able to disagree agreeably, then move to the next level without chewing up themselves-and the district-by creating lasting divisions that assure loss of public confidence.

Strong Interpersonal Skills

School board members' ideas may be wonderful, but if they lack the skills to persuade their colleagues and the public of their value, they will be less effective. If only one set of skills were available for an effective school board member, I would choose solid interpersonal skills and attributes, including communication, trustworthiness, honesty, confidentiality, consistency, and other such traits that cause interpersonal relationships to blossom.

Concern for the entire school district not for a special interest or a narrow philosophy.

Most of us have a "favorite" concern about schools. It may be sports, fine arts, "the basics," special education,



or something else. And that’s okay. However, an elected school board member must keep a broad view of the district and see a wide horizon. Every program offered by the district has value, or it should not be offered. Good board members recognize that, and try to build them all to their highest level of quality.

The other dimension of this point, philosophy, is more subtle. More and more, narrowly focused organizations are helping candidates get elected so that their commonly held philosophical views will influence board action. Of course, this is all very legal. In fact, such organizations are to be applauded for their commitment. However, a voter must take the time and make the effort to learn as much about school board candidates as possible in order to know the philosophy of the person they elect.

Willingness to Learn

State law requires few qualifications for service as a school board member. Some individuals are elected with more immediate knowledge and skills than others. But no one, regardless of occupation, intelligence or personal skills, comes in knowing all he or she needed upon election. Those who approach their jobs with a desire to be more knowledgeable and skilled become more effective school board members.

Serving on a local school board can be one of the most rewarding challenges any citizen could hope for. The system works best when able and committed people step forward and serve their communities. If ever there was a time when quality leadership was needed, it is now.

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Roles & Responsibilities

For School Board Members
& Superintendents



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ALASKA
school boards

August 2022

AREA	SCHOOL BOARD	SUPERINTENDENT
General	Governs the district, hires the superintendent, establishes expectations, and evaluates self and the Superintendent.	Advises the Board, is executive of the district, the Board's only employee through contractual relationship.
Policy	Reviews suggestions from Superintendent, debates and adopts .	Responsible for ensuring policies are current, responsible for recommending and implementing policy.
Meetings	President or chairperson is in charge of meetings.	With the board chair is responsible for preparation of agenda and subsequent preparation of board meeting packet, ex officio member of the board, serves as resource during meeting.
Budget/Finance	Adopts and monitors , responsible for audit adoption.	Prepares, administers and monitors the budget and audit, ensures budget compliance.
Curriculum	Establishes criteria, approves and monitors curriculum and assessments.	Recommends, oversees efforts, evaluates curriculum and assessments.
Personnel	Establish criteria, approves or rejects recommendations, handles grievance appeals as appropriate.	Interviews, recommends, hires, evaluates. Promotes and implements staff training, adjudicates grievances.
Negotiations	Provides guidelines, ratifies contracts.	Monitors process within guidelines (depends on district size), frames contract proposals.
Student Services	Establishes criteria, approves and monitors .	Recommends, administers efforts, maintains legal perspective.
Facilities	Develops policies on use.	Implements policy, creates rules and regulations pursuant to policy.
Public Relations	Creates a positive image, can represent district at community functions.	Creates a positive image; directs staff effort, maintains stakeholder communications throughout district and community.

In General

THE BOARD Governs the district

1. Represents public education and serves as a liaison between the schools and community.
2. Elected policy-making body is required by law to establish rules to govern the schools and students.
3. Recruits and hires the superintendent, establishes and approves their contract, gives direction through written goals, evaluates based on goals.
4. Invests the superintendent with those powers and duties it may legally delegate in accordance with board policy and state/federal laws.
5. Empowers the superintendent to be the educational leader of the district.
6. Requires professional leadership from the superintendent.
7. Attends educational conferences, workshops and trainings to increase governance skills and better understand their role as a board member.
8. Approves a planning process that includes stakeholders in the development of a comprehensive long-range plan for student achievement.

THE SUPERINTENDENT Manages the district, advises the board

1. Serves as the chief executive officer of the board and is responsible to the board for implementing board policies, actions, and directions.
2. Is employed at the pleasure of the board.
3. Administers the district in accordance with board policies and guidelines, rules, regulations, state and federal requirements.
4. Delegates authority to other staff members.
5. Provides educational leadership to the board staff, students and community.
6. Responsible for the overall operation of the schools.
7. Identifies district needs.
8. Participates with appropriate professional associations, attends conferences, workshops and other professional development opportunities.
9. Implements the comprehensive strategic plan.

Expectations & Relationship

THE BOARD Governs

1. Establishes process and criteria for the recruitment, interview, and selection/hiring of the superintendent.
2. Establishes contract provisions for superintendent.
3. Provides the superintendent with written goals of expectation of performance upon which they will be evaluated.
4. Evaluates the superintendent at least once a year.
5. Demonstrates trust and respect for the professional judgment of the superintendent.
6. Conducts annual self-evaluation of the board's effectiveness in conducting the business of the board.
7. Annually sets goals and/or priorities for the Board to improve its effectiveness.
8. Demonstrates trust and respect for the superintendent and for his/her right to have opinions that may differ from theirs.

THE SUPERINTENDENT Manages

1. Provides the board with materials as requested from the board as a whole.
2. Assures personal professional qualifications meet the criteria established by the board.
3. Holds a valid superintendent's certificate and maintains certificate, or is a qualified chief school administrator.
4. Provides board with written goals and objectives to meet the board's expectations and defines their goals for the district.
5. Demonstrates trust and respect for the board members and for their right to have different opinions from theirs.
6. Acts as advisor to the board in areas needing policy development and revision.
7. Encourages the board to evaluate its roles and responsibilities and participates with them during this evaluation.
8. Works together with the board for the good of the district and student achievement.

Policy

THE BOARD Adopts policy

1. Adopts policies for the governance and management of the school district.
2. Clearly defines the intent of the board and actions necessary for implementation.
3. Reviews, and may adopt, administrative procedures, rules and regulations to ensure they honor the intent of the board's policy.
4. Reviews and evaluates board policy on a regular annual basis.

THE SUPERINTENDENT Advises on & implements policy

1. Acts as advisor to the board in areas needing policy development or revision.
2. Drafts written policy and provides board with data and information supporting the policy recommendation.
3. Maintains up-to-date written manual of district policies; ensures policies are accessible to all school employees and the community.
4. Implements district policies and assures the staff, student and community are aware of the intent and importance of those policies.
5. Develops and implements rules, administrative regulations and procedures necessary to implement the board's policies.
6. Assists the board to evaluate policies by identifying areas where the board should revise or rewrite policies as needs of the district or laws and regulations change.

Budget & Finance

THE BOARD Adopts & monitors

1. Establishes priorities for the fiscal management of the district.
2. Receives the audit report from the auditor and with them, explores the internal controls of the district, major changes in fiscal procedures, adequacy of budget preparation and other concerns of the board and/or the auditor.
3. When used, appoints the budget committee.
4. Provides the superintendent with the Board's priorities in the development of the budget.
5. Approves, adopts and monitors an annual budget.
6. Provides leadership in securing community support for budget.
7. Establishes the limit for a budget transfer that can be done without board approval.
8. Reviews and approves warrants to pay bills, purchase supplies, equipment or services in accordance with board policy.
9. Adopts policies for the accounting of all school funds, and for the reporting of fiscal information to the board.
10. Recruits, interviews and hires an external auditor who is directly responsible to the board.

THE SUPERINTENDENT Prepares, administers, monitors, audits details

1. Serves as the district budget officer.
2. Prepares a detailed budget based on the board's priorities and parameters.
3. Presents a budget to the board and budget committee for their consideration and approval.
4. Seeks board approval for expenditures according to board policy.
5. Administers the budget and assures expenditures of district funds are within the legal requirements of the budget.
6. Coordinates efforts to obtain community support for district financing.
7. Establishes a control system and oversees monthly report for financial accounting in accordance with board policy and state law.
8. Obtains board approval to transfer funds exceeding amount set by board policy.
9. Provides the board with a list of bidders for purchases exceeding amounts established by law or district policy.
10. Assists the auditor by assuring that pertinent staff and appropriate information is available on request.

Curriculum & Instructional

THE BOARD Establishes criteria, approves, monitors

1. Establishes an educational philosophy and goals for the instructional programs of the district.
2. Adopts and/or changes standards (curriculum) and instructional programs as necessary or as recommended by the superintendent.
3. Follows state standards.
4. Regularly reviews student achievement data.
5. Reports to the community on the status of education in the district.
6. Identifies and adopts graduation requirements.
7. Periodically requests reports from professional staff relative to assessments and instructional programs.
8. Adopts curricula material.
9. Uses school climate data in decision-making.

THE SUPERINTENDENT Recommends, oversees staff efforts, evaluates

1. Advises the board on the educational needs of the students, the requirements of DEED, and other directives.
2. Recommends policy for the selection of curricula, instructional materials and equipment in accordance with state standards and legal requirements.
3. Recommends curricula materials for adoption to board.
4. Reports to the community on the status of education in the district.
5. Recommends assessments to the board. Implements testing program appropriate to the educational objectives.
6. Recommends appropriate graduation standards and methods to measure their attainment.
7. Assigns staff to instructional areas and reports such information to the Board.
8. Regularly schedules presentations and reports by staff on various segments of the instructional program.
9. Provides leadership to the staff and board in the continuous development, implementation, and evaluation of the instructional programs.

Personnel

THE BOARD Establishes criteria and/or rejects

1. Employs certificated and classified staff members based on the recommendation of the superintendent.
2. Establishes criteria to be used in hiring in policy.
3. Adopts policies for personnel management.
4. Ensures job descriptions are in place.
5. Reviews staff evaluation procedures.
6. Adopts policy on the evaluation of personnel.
7. On appeals, upholds or set aside disciplinary actions or terminations of staff after a thorough review of supporting documentation.
8. Promotes good working relations with staff and maintains lines of communication with staff as appropriate.
9. Recognizes the board does not have a right to review staff evaluations.
10. Receives and acts on personnel recommendations from the superintendent.
11. Conducts an annual evaluation of the superintendent, the Board's only employee.

THE SUPERINTENDENT

Interviews, recommends, hires, evaluates, promotes, trains

1. Recommends to the Board the employment, promotion, transfer, retirement, or dismissal of all certified and classified staff.
2. Responsible for the supervision of all employees of the district.
3. Establishes job descriptions for all positions.
4. Delegates authority to staff members, as appropriate.
5. Provides the board with information regarding employee work assignments.
6. Recommend staff disciplinary actions to the board in accordance with board policies and legal requirements.
7. Supervises the evaluation of all staff and conducts or supervises evaluations of administrators under his/her supervision.
8. Establishes procedures for the recruitment, hiring, and assignment of staff and establishes expectations for staff.
9. Fosters good working relationships with staff and maintains open lines of communication with employee organizations.
10. Serves as the board's liaison with staff.
11. Develops a systematic plan for evaluating the performance of all district staff.
12. Documents recommendations for tenure, retention, or dismissal. Identifies corrective actions taken on proposals and verifies full compliance with legal requirements and board policy.

Collective Bargaining

THE BOARD Provides guidelines, ratifies contracts

1. Grants recognition to bargaining units in the district.
2. Designates the bargaining unit as the exclusive negotiating representative of the employees in the unit.
3. Determines district issues to be presented for negotiations.
4. Approves contracts.
5. Selects negotiator; appoints negotiating team.
6. Establishes guidelines and criteria for the collective bargaining process for all units.

THE SUPERINTENDENT Monitors process within guidelines

1. Provides the board with job titles included in the composition of the unit.
2. Verifies the bargaining unit represents a majority of the employees in that unit.
3. Acts in a support role for the board.
4. Provides factual data and makes necessary management recommendations.
5. May serve as an advisor to negotiating team. Normally is not the negotiator.
6. Administers and ensures compliance of contracts.

Students

THE BOARD Adopts policies for care and control

- 1.** Adopts policies for the provision of student services including admission, attendance, rights and responsibilities, safety, discipline and welfare.
- 2.** Adopts policies necessary to cover students' special needs and challenges.
- 3.** Adopts policies necessary to assure appropriate safety and health needs of students.
- 4.** Reviews student handbooks on an annual basis.

THE SUPERINTENDENT Recommends, implements, directs

- 1.** Implements student policies adopted by the board.
- 2.** Recommends appropriate policy and rules to maintain adequate services and appropriate control of students.
- 3.** Directs and supervises all student activities, instructional, extra-curricular, and co-curricular.
- 4.** Develops and implements programs that provide for special needs students.
- 5.** Develops and implements written procedures to deal with health and safety emergencies.

Facilities

THE BOARD Develops policy on use of facilities

1. Establishes policies for the appropriate use and the proper operation and maintenance of school district building and ground.
2. Adopts policy governing use of district facilities, grounds and equipment.
3. Works with the City or Borough to identify appropriate school sites when applicable.
4. Approves the hiring of architects or other consultants as necessary.
5. Decides on the consolidation and closings of schools.
6. Collaborates with the municipality/borough on the issuance and sale of bonds to fund construction projects where applicable.
7. Determines projects to be submitted for consideration by DEED for construction.

THE SUPERINTENDENT Implements policy, writes procedure, makes recommendations

1. Provides for the proper upkeep of facilities and maintenance of equipment.
2. Prioritizes long-range plans for preventive maintenance of buildings, equipment and ground.
3. Assigns and supervises facilities maintenance staff.
4. Works with architects, staff and consultants.
5. Recommends and supervises the public use of buildings, facilities and equipment.
6. Collects information and makes recommendations to the board.
7. Acts in an advisory capacity to board in planning and construction.
8. Submits application to DEED for construction and/or major maintenance projects.

Meetings

THE BOARD In charge of

1. Meets together to transact all business of the district only in an officially called meeting.
2. Establish, through policy, the operational procedures for maintaining control of the board meeting.
3. Has clear protocol for inclusion of items onto an agenda.
4. The board president, in consultation with the superintendent, develops the agenda for the board meeting.
5. Identifies for the superintendent the amount of information expected for good decision-making.
6. Complies with Open Meeting Act and refrains from misuse of Executive Sessions.
7. Read the board packet, and come prepared to participate in meetings.
8. Notify Superintendent of potential issues/questions before the meeting.
9. Follow adopted rules of order in meetings.

THE SUPERINTENDENT Serves as a resource to the board

1. Serves as an advisor and ex-officio member to the board.
2. Assures compliance with all legal requirements relative to posting of notices and maintenance of meeting records.
3. Provides Board members, in advance of the meeting, with sufficient information and data to assist them in making informed decisions.
4. Identifies areas of business that boards must address at meetings and works with the board president in the development of the agenda.
5. Implements board decisions and instructions developed at meetings.
6. Notifies staff and students of boards' actions relevant to them.
7. Assures the scheduling and holding of board meetings meets the requirements of the law.
8. Advises the board on the Open Meetings Act and the legalities of entering into Executive Session.

Community Engagement & Relationships

THE BOARD Creates a positive image of the district

1. Acts as liaison between the schools and the community.
2. Maintains awareness of community attitudes, values, and interests.
3. Actively participates in programs that build good community relationships.
4. Appoints advisory or parent committees and outlines their responsibilities.
5. Encourages the community to follow appropriate channels for expressing ideas or concerns for the district via the superintendent.
6. Ensure opportunities for youth to take a leadership role in decision-making, governance, climate-building, and school improvement.
7. Represents the schools at community functions and school functions.
8. Cooperates with the news media for dissemination of information.
9. Channels complaints or grievances through the appropriate channels.

THE SUPERINTENDENT Creates a positive image for the district, directs communication

1. Informs the community about its schools.
2. Recommends community relations activities.
3. Works with parent groups and other organizations to share about district programs and activities.
4. Offers the board opportunities of how the district will to engage families.
5. Serves as the board's liaison with advisory/parent committees.
6. Establishes a working relationship with the news media.
7. Serves as the liaison with the community to resolve complaints or grievances, makes recommendations to the board for resolution of such issues that cannot be solved at the administrative level.
8. Provides opportunities for the community to welcome and support district/school staff.
9. Ensures engagement measures are built into annual accountability structures.
10. Builds bridges between the district, key organizations, community leaders, and governmental representatives.

Notes



Notes



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2022-2023 COVID-19 Mitigation Plan

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Revised 10/26/22

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Using this Manual

Determining and Moving Between Levels

The district health advisory team will inform decisions about moving to the Positive Case Response Protocol. The goal of the protocols will be to maintain the most normal and consistent in-person school environment possible with consideration to safety.

Standard Operations Plan

This school year we will be operating under a Standard Operations Plan. Our focus will be on maintaining as normal a school year as possible, resorting to enhanced measures only when necessary and in as limited a fashion as is consistent with the health and safety of our students, staff, and communities. As we did this past school year, we will continue to work with our stakeholders to chart the path ahead. If cases arise in our communities, we will address the situation one community at a time, assessing risk and responding in a measured fashion.

School Schedule

- All students will attend a full day of on-site instruction.
- School will operate at 100% capacity.
- School will begin at 8:00am across the district without staggered start times.

Meeting the Needs of Students with Exceptional Needs

- Students will attend and receive all planned services.
- All planned services, evaluations, and assessments will be on-site with precautionary measures as needed.
- Itinerant-related providers will deliver in-person and online services

Health and Safety Protocol

Masks

Standard Operations

- Students and staff may be required to wear masks within the building based on CDC determined risk levels. Masks will be optional at low and medium risk but may be required at high risk.
- Current Federal requirements regarding mask use on buses will be followed (see Transportation below).

Social Distancing

Schools may implement social distancing in all areas in the school building based on the most recent CDC or Alaska DHSS guidance.

Personal Hygiene

- Staff will teach and reinforce thorough hand washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students when appropriate.

- Hand washing is encouraged during key times including but not limited to: arrival and dismissal; before, during, and after preparing or eating food; after using the bathroom; after blowing one's nose, coughing, or sneezing; after touching objects with bare hands that have been handled by other people.

General

- Drinking fountains will be operational. The district recommends that students bring their own water bottle to school.
- Signage may be posted in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.

Transportation

Students may need to wear masks on buses based on Federal requirements.

- Masks will be optional for all occupants on the bus.
- School sites may assist with sanitizing the bus or school vehicle between trips.
- Riders will be encouraged to social distance to the extent possible on all routes.
- Family members are encouraged to sit together whenever possible.

Facilities Use

- School facilities will be open to visitors and activities outside of the school day for activities under Standard Operations.
- Masks will be optional at low and medium risk but may be required at high risk. Risk levels are based on CDC guidance.
- Sponsors of non-school sanctioned activities will submit a facility use agreement and a cleaning fee will be required to ensure the building is returned to a clean state prior to the return of staff and students.

Disinfecting/Cleaning

- Enhanced sanitation is optional based on need.
- Purchasing of PPE, hand sanitizer, and other approved cleaning supplies as needed.
- Classrooms stocked with needed cleaning supplies as needed.
- Age-appropriate cleaning tasks for students cleaning their own workspaces.

Student Activities and District Travel

Overview

- Student activity related and district related travel is permitted.
- All district teams traveling will follow SWRS Activities Mitigation plans.

COVID-19 Testing

- Students and coaches taking part in extracurricular activities may be required to complete weekly COVID-19 testing throughout the season.
- Chaperones may be required to take a COVID-19 test on the same day as students and coaches

Travel

- The team must adhere to all local laws, mandates, and/or ordinances
- When traveling to other schools, coaches will supervise students at all times and provide structured times for activities outside of the school.
- The team will not be allowed to visit local households while on school sponsored trips.

Hosting Events

- Visiting teams may be required to test athletes prior to the arrival of the event. This will be verified between the athletic directors of each district.
- Spectators will be allowed to attend

Food Service

- Sites will serve breakfast in various ways following state food service guidelines.
- Hand washing before lunch is encouraged.
- Shared utensils, condiments, or other items will not be allowed.
- Food services personnel will place all food items on student trays.
- If a student is not allowed into the school building due to symptom isolation, breakfast and lunches must continue to be provided for that student.
- Social distancing will be encouraged.

Symptom Free Facilities

Definitions:

- *Close Contact* - Someone who was less than 6 feet away from an infected person for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes).
- *Isolation* separates people exhibiting symptoms of a contagious disease from people who are not exhibiting symptoms.
- *Self-quarantine* separates and restricts the movements of people who were possibly exposed to a contagious disease to see if they become sick and avoid further spread of the disease.

Healthy School:

- For students and staff that are exhibiting COVID-19 symptoms, the Response Protocol will be followed (see Response Protocol section).
- Visitors that are exhibiting symptoms of COVID-19 are strongly discouraged to enter the school building unless it is completely necessary.
- COVID-19 symptoms include fever over 100.3 degrees Fahrenheit or higher, cough, shortness of breath, chills, night sweats, sore throat, body aches, muscle aches, joint pain, loss of taste or smell, headache, confusion, vomiting, diarrhea, abdominal pain.

Vaccination

Vaccines are an important tool to help stop the COVID-19 pandemic. COVID-19 vaccinations are encouraged by DHSS and CDC for students and staff that meet the eligibility criteria. Parents and staff can contact their local health provider or the Craig Department of Public Health (Port Alexander will contact Sitka Department of Public Health) to learn more about

COVID-19 vaccines, to get answers to your questions about the vaccine, and to make an appointment for a COVID-19 vaccine.

Positive Case Response Matrix

- A case or cases in or directly linked to the school classroom, building, or district may close for one day
- As Soon As Possible: School facilities will be sanitized, disinfected and cleaned.
- See Response Protocol Chart

Widespread Community Transmission

- Widespread community transmission may result in a decision to transition to remote learning.
- Students' ages, classroom/school dynamics and other variables will play a role in decision making.
- Testing of all students and staff may be required for a return to in-person learning.

Response Protocol

Positive COVID-19 Test:

Positive COVID-19 tests will be communicated to the site principal and superintendent, maintaining student privacy at all times.

- Symptomatic Staff & Students - day zero is the day that symptoms began
- Asymptomatic Staff & Students - day zero is the day of the positive test result

Staff and/or students who have tested positive for COVID-19 *must complete one of the following measures* to return to school:

- Isolate for 5 days and be eligible to return to school on day 6 (or later) when fever free (without the aid of fever reducing medicine) and symptoms are improving. A mask is required to be worn for days six through ten after the isolation period;

OR

- Isolate for 10 days and be eligible to return on day 11 after exposure