



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting

January 18, 2023

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

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. DISTRICT VISION, MISSION, AND GOALS
5. APPROVAL OF AGENDA
6. WELCOME TO VISITORS
7. PUBLIC COMMENT 4
8. CONSENT AGENDA: (Items listed under CONSENT AGENDA are considered to be routine by the School Board and will be approved in one motion unless a Board Member requests that an item be considered separately.)
 - A. Approval of Meeting Minutes 6
 1. November 16, 2022, Regular Meeting Minutes 10
 2. November 23, 2022, Special Meeting Minutes 12
 3. December 16, 2022, Special Meeting Minutes 14
 - B. Approval of January 2023 Financial Report 14
 - C. Employment
 1. FY23 Classified Employment
 - a. District: Everett Cook (Technology Coordinator), Amanda Hotch (Grants Clerical Assistant), Elzbieta Woronowicz (Paraprofessional - THRIVE Grant Youth Connection Specialist)
 - b. Thorne Bay: Joshua Hayes (Custodian)
 - c. Whale Pass: Michelle Dempsey (Paraprofessional)
 2. FY23 Extra Duty Contracts: Tara Musser (Assistant Activities Director), Samuel White (Perkins Grant and Career & Technical Education Program Coordinator)
 3. FY23 Extracurricular Contracts: Laura Anania (Archery, Naukati), Amanda Baker (Archery, Hollis), Michael Congdon (Archery, Kasaan)
 4. FY 24 Teacher Contracts: Anthony Cook, Karen Freese, Philip Lusted, Astrid Richard-Cook, Julia Trischman, Tawnya Weaver **ADDED: Laura Anania, Michael Congdon**
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A.	February Regular Board Meeting: 3rd Wednesday is February 15, 2023	
B.	AASB's Leadership Academy: Legislative Fly-in & Youth Advocacy Institute (February 4-7, 2023, Juneau)	236
C.	AASB Spring Boardsmanship Academy (April 15-16, 2023, Anchorage)	
14.	PUBLIC COMMENT	
15.	BOARD COMMENT	
16.	EXECUTIVE SESSIONS	
A.	Superintendent Evaluation	
1.	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, superintendent evaluation.	
17.	ADJOURNMENT	

MEETING CONDUCT

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

Parliamentary Procedure

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

Quorum

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

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

Abstentions

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

(cf. 9270 - Conflict of Interest)

Public Participation

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

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

MEETING CONDUCT (continued)

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

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

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

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

Legal Reference:

ALASKA STATUTES
29.20.020 Meetings public

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

SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION
REGULAR MEETING
November 16, 2022

MINUTES

Location: Barry Craig Stewart Kasaan School and audio/video conference via Zoom

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 5:30 PM

ROLL CALL

Shannon Silverthorn attended in person. Sandy Curtis, Molly Kimzey, and William Tyrell attended via audio/video conference. Student Representative Charles King was absent. A quorum of board members was present.

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: Lisa Cates, Jessica West, Mike Congdon, Amanda Kiely, Karen Freese, Ellis Woronowicz, Nicole West, Judah West, Anna Congdon, Angi Near, Terri West, Maria Lineker, Lily West, Josiah West, Ben West, Branzon Anania, Laura Anania, Julia Trischman, Patrick Trischman, Deidre Jenson, Amy Jennings, Terri Kohn, Amanda Blankenship, Everett Cook, Risa Carlson, Andy Cook, Elisa Rosier, Lucienne Smith

PUBLIC COMMENT

Jessica West commented regarding homeschool and sports. Maria Lineker commented on homeschool programs. Nicole West commented on Kasaan's 3-sided play area. Terri Kohn commented on Lucienne Smith's compliments. Elisa Rosier thanked the Whale Pass teachers and commented on curriculum and parent/teacher conferences.

BOARD SEAT 1B VACANCY

Motion: Appoint Risa Carlson to Seat B.

By: Kimzey

Second: yes

Board Vote: Yea: 4, Nay: 0

Resolved: motion carried

Risa Carlson took the oath of office and was sworn in to Seat B on the Southeast Island School District Board of Education

APPROVAL OF CONSENT AGENDA

Motion: Approve the consent agenda, including item 8.A. the October 26, 2022, meeting minutes, 8.B. the November financial report, and 8.C. Employment contracts to include classified employment for Terra Green, Joshua Hayes, Jameson Kurt Kohn, Darlene Putman, FY 23 extra-duty contracts for Laura Anania and Samuel White, and the FY23 teacher contract addendum for Cassandra Christopherson.

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: the AASB Fall Conference, the Strategic Plan, the 2nd Annual SISD Board of Education Recognition Ceremony, graduation dates, the public district-wide calendar, Fall OASIS, active shooter response training, superintendent professional development/travel, goals for superintendent/designee(s) to implement, upcoming board policy development, and the AK-READS Act.

Superintendent Becker then invited departments to present highlights of their reports and lead teachers to comment on their schools. Julia Trischman reported on the AAATTSA program. Deidre Jenson reported on parent/teacher conferences, Monday morning community, sports, ASC dinners, testing, and curriculum. Branzon Anania reported on the Hollis School construction, strategies for Edna Bay and Port Protection, and the 3-sided building in Kasaan. Maria Lineker reported on the food program in Thorne Bay. Lisa Cates commented on recent illnesses and support at Hollis School and the food program. Mike Congdon commented on student participation at the Brightways training in Anchorage, community involvement, housing in Thorne Bay, and the garden. Terry West commented on the PreK program goals, strategies, and objectives. Laura Anania commented on the Naukati Veterans' Day recognition dinner, Thanksgiving community potluck and cookie exchange, the Native Youth Olympics, and Adulting 101, Scuba, intensive construction, and welding classes. Andy Cook commented on Whale Pass Halloween and potluck, elementary and secondary courses, and using locally procured ingredients for culinary arts.

Lucienne Smith gave the Business Manager's report. Topics included: the upcoming FY23 budget revision, E-rate, the 1-year extension of the internet services contract, the FY24 budget timeline, and using Square at the District Office to accept credit card payments.

BUSINESS ITEMS

Motion: Nominate [and appoint] Molly [Kimzey] for the legislative liaison.

By: Silverthorn

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Motion: Nominate [and appoint] Risa Carlson as youth advocate liaison.

By: Silverthorn

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Motion: Explore Options to sell the Southeast Island School District Property in Port Protection.

By: Tyrell

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Motion: Move Board Policy 6145, Extracurricular and Cocurricular Activities, to a second reading.

By: Curtis

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Motion: Move the elective course descriptions for Art 1, Digital and Studio Art, Exploratory Elective Semester 1 & 2, Mitten, Hat, Pillow Activity, Scuba, Student Classroom Aide, and Yearbook 2/3 to a second reading

By: Tyrell

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

ADVANCE PLANNING

The next regular Board meeting will be on January 18, 2023, at 5:30 pm with a work session before the meeting at 4:30 pm.

A work session is scheduled for December 16, 2022, at 4:30 pm.

PUBLIC COMMENT

Laura Anania commented regarding testing. Julia Trischman commented her thanks to the board.

BOARD COMMENT

Molly Kimzey commented regarding the AASB conference and youth on board information. Shannon Silverthorn commented on appreciation for teachers and staff, a welcome new Board members, student engagement and contributions to the AASB conference, and the upcoming school board evaluation. William Tyrell commented on his appreciation for teachers and staff. Risa Carlson commented on being welcomed and youth on board information. Sandy Curtis commented appreciation to staff and parents.

ADJOURNMENT

Motion: Adjourn

By: Kimzey

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: motion carried

Time: 8:02 pm

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date

SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION
SPECIAL MEETING
November 23, 2022

Location: Audio/video conference via Zoom

MINUTES

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 12:30 pm.

ROLL CALL

Risa Carlson, Sandy Curtis, Molly Kimzey, Shannon Silverthorn, and William Tyrell attended via audio/video conference. Student Representative Charles King was absent.

A quorum of board members was present.

APPROVAL OF AGENDA

Motion: Approve the agenda as written

By: Kimzey

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: passed

WELCOME TO VISITORS

Board President Shannon Silverthorn welcomed visitors: Brian Gelfand (SERRC TechOps), Everett Cook, Lucienne Smith

PUBLIC COMMENT

None

BUSINESS ITEMS

Motion: Approve the Contract with SERRC [for FY23 TechOps Services].

By: Kimzey

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: passed

PUBLIC COMMENT

None

BOARD COMMENT

Molly Kimzey wished everyone a happy Thanksgiving. Shannon Silverthorn commented her appreciation of SERRC TechOps being available on short notice.

ADJOURNMENT

Motion: Adjourn

By: Kimzey

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: passed

Time: 12:45 pm

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date

SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION
SPECIAL MEETING
December 16, 2022

Location: Audio/video conference via Zoom

MINUTES

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 4:31 pm.

ROLL CALL

Risa Carlson, Sandy Curtis, Molly Kimzey, Shannon Silverthorn, and William Tyrell attended via audio/video conference. Student Representative Charles King was absent.

A quorum of board members was present.

APPROVAL OF AGENDA

Motion: Approve the agenda as written

By: Tyrell

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: passed

WELCOME TO VISITORS

Board President Shannon Silverthorn welcomed visitors: Branzon Anania and Lisa Cates.

PUBLIC COMMENT

None

BUSINESS ITEMS

Motion: Approve the SERRC contract [for Hollis K-12 School Replacement Project Administration Services for \$28,949].

By: Kimzey

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: passed

PUBLIC COMMENT

Branzon Anania thanked the school board members for their time.

BOARD COMMENT

None.

ADJOURNMENT

Motion: Adjourn

By: Kimzey

Second: yes

Board Vote: Yea: 5, Nay: 0

Resolved: passed

Time: 4:43 pm

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date

DRAFT



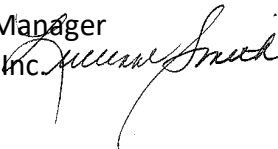
SOUTHEAST ISLAND SCHOOL DISTRICT

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: January 10, 2023

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the Monthly January 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: 1 / 23

Fund	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
100 GENERAL OPERATING FUND	0.00	2,637,846.91	6,734,818.00	4,096,971.09	39 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	219,492.00	219,492.00	0.00	100 %
205 PUPIL TRANSPORTATION FUND	0.00	120,085.00	168,000.00	47,915.00	71 %
232 ELA CURRICULUM ADOPTION INITIATIVE-SOA	0.00	0.00	77,166.00	77,166.00	0 %
237 ALASKA PRE ELEMENTARY PROGRAM	0.00	7,678.35	260,042.00	252,363.65	3 %
255 FOOD SERVICE FUND	278.00	51,127.29	152,000.00	100,872.71	34 %
256 FRESH FRUIT & VEGETABLES	0.00	2,537.88	7,221.26	4,683.38	35 %
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	98,157.29	98,157.29	0 %
262 MIGRANT BOOKS	0.00	0.00	1,700.00	1,700.00	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	37,966.94	37,966.94	0 %
268 TITLE VI-B IDEA	0.00	6,693.92	61,869.67	55,175.75	11 %
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	4,344.19	50,000.00	45,655.81	9 %
280 CSLD	0.00	14,788.47	409,834.33	395,045.86	4 %
296 COVID RELIEF - CRRSA ACT - ESSER II	0.00	10,766.65	11,261.00	494.35	96 %
297 COVID RELIEF - ARP ACT ESSER III	0.00	14,414.79	459,342.80	444,928.01	3 %
358 SOAR - KLAUOCK	0.00	0.00	25,641.80	25,641.80	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 - KLAUOCK	0.00	5,211.34	25,000.00	19,788.66	21 %
367 ASTRIDE TLINGIT HAIDA GRANT	0.00	134,306.60	252,100.00	117,793.40	53 %
368 THRIVE	0.00	0.00	716,393.00	716,393.00	0 %
369 REWARD - TLINGIT & HAIDA	0.00	0.00	25,000.00	25,000.00	0 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 1 / 23

Fund	Received		Estimated Revenue	Revenue	%
	Current Month	Received YTD		To Be Received	Received
370 SUCCEED	0.00	0.00	499,727.00	499,727.00	0 %
375 TEACHER HOUSING	8,873.77	54,718.31	100,000.00	45,281.69	55 %
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 %
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	4,126,798.00	9,669,396.00	5,542,598.00	43 %
600 THE CAFE	0.00	3,250.00	2,250.00	-1,000.00	144 %
711 STUDENT AGENCY FUND AGRICULTURE	0.00	1,468.54	0.00	-1,468.54	** %
Grand Total:	9,151.77	7,709,341.60	20,776,811.15	13,067,469.55	37 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 1 / 23

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND	320,265.45	2,871,700.98	6,490,155.00	6,099,850.00	3,228,149.02	47 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	219,492.00	219,492.00	219,492.00	0 %
205 PUPIL TRANSPORTATION FUND	9,924.81	62,754.80	183,676.00	179,202.00	116,447.20	35 %
232 ELA CURRICULUM ADOPTION INITIATIVE-SOA	0.00	0.00	77,166.00	77,166.00	77,166.00	0 %
237 ALASKA PRE ELEMENTARY PROGRAM	11,898.79	84,198.18	260,042.00	260,042.00	175,843.82	32 %
255 FOOD SERVICE FUND	19,596.23	148,824.61	293,353.80	306,546.80	157,722.19	49 %
256 FRESH FRUIT & VEGETABLES	0.00	7,069.43	1,021.88	7,221.26	151.83	98 %
260 TITLE I-A BASIC	7,516.70	38,692.22	98,808.00	98,808.00	60,115.78	39 %
261 TITLE I-C MIGRANT	2,336.54	62,352.20	98,157.29	98,157.29	35,805.09	64 %
262 MIGRANT BOOKS	0.00	0.00	1,700.00	1,700.00	1,700.00	0 %
264 Title IVA INNOVATIVE	0.00	1,579.47	13,187.00	13,187.00	11,607.53	12 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	4,801.25	34,966.94	34,966.94	30,165.69	14 %
268 TITLE VI-B IDEA	158.89	35,578.42	61,869.67	61,869.67	26,291.25	58 %
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	936.36	1,908.06	17,000.00	17,000.00	15,091.94	11 %
274 TITLE IA SCHOOL IMPROVEMENT	2,467.79	15,639.95	50,000.00	50,000.00	34,360.05	31 %
280 CSLD	9,636.70	93,993.03	409,834.33	409,834.33	315,841.30	23 %
296 COVID RELIEF - CRRSA ACT - ESSER II	-161.60	11,104.50	11,261.00	11,261.00	156.50	99 %
297 COVID RELIEF - ARP ACT ESSER III	4,983.57	46,033.89	459,342.82	459,342.82	413,308.93	10 %
358 SOAR - KLAWOCK	3,205.24	9,663.22	25,641.84	25,641.84	15,978.62	38 %
360 INDIAN EDUCATION	0.00	0.00	8,389.00	8,389.00	8,389.00	0 %
365 REAP	0.00	4,504.00	4,504.00	4,504.00	0.00	100 %
366 SELECT - KLAWOCK	3,564.88	19,418.29	25,000.00	25,000.00	5,581.71	78 %
367 ASTRIDE TLINGIT HAIDA GRANT	0.00	125,714.42	123,500.00	128,600.00	2,885.58	98 %
368 THRIVE	14,119.78	156,156.57	717,212.69	717,212.69	561,056.12	22 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 1 / 23

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
369 REWARD - TLINGIT & HAIDA	3,564.88	18,640.11	25,000.00	25,000.00	6,359.89	75 %
370 SUCCEED	0.00	3,985.95	499,727.00	499,727.00	495,741.05	1 %
375 TEACHER HOUSING	553.11	24,578.94	50,000.00	50,000.00	25,421.06	49 %
380 ALASKA MICRO GRANTS	147.34	18,451.73	17,868.42	17,868.42	-583.31	103 %
501 CIP-DISTRICT MAJOR MAINT	0.00	26,703.35	50,000.00	50,000.00	23,296.65	53 %
507 AEA BIOMASS PROJECT FY 2022	0.00	20,627.28	139,901.37	139,901.37	119,274.09	15 %
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	441,529.10	3,096,066.01	9,669,396.00	9,669,396.00	6,573,329.99	32 %
600 THE CAFE	150.00	1,650.00	2,250.00	2,250.00	600.00	73 %
711 STUDENT AGENCY FUND AGRICULTURE	354.54	11,021.24	0.00	0.00	-11,021.24	*** %
Grand Total:	856,749.10	7,098,316.91	20,227,896.74	19,857,610.12	12,759,293.21	36 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 1 / 23

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	5,426.96	25,000.00	19,573.04	21 %
47 E-RATE REVENUE	0.00	436,636.00	1,411,471.00	974,835.00	30 %
51 STATE-FOUNDATION PROGRAM	0.00	2,179,746.00	4,508,192.00	2,328,446.00	48 %
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	16,007.95	0.00	-16,007.95	** %
Function Total:	0.00	2,637,816.91	6,734,818.00	4,097,001.09	39 %
Org Total:	0.00	2,637,816.91	6,734,818.00	4,097,001.09	39 %
649 DISTRICT WIDE					
700 STUDENT ACTIVITIES					
40 OTHER LOCAL REVENUES	0.00	30.00	0.00	-30.00	** %
115 ARCHERY					
Function Total:	0.00	30.00	0.00	-30.00	** %
Org Total:	0.00	30.00	0.00	-30.00	** %
Fund Total:	0.00	2,637,846.91	6,734,818.00	4,096,971.09	39 %
Grand Total:	0.00	2,637,846.91	6,734,818.00	4,096,971.09	39 %

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	12,121.11	62,698.91	148,031.00	147,402.00	84,703.09	42
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	4,597.18	33,303.19	54,141.00	58,741.00	25,437.81	56
400 SCHOOL ADMINISTRATION	0.00	65.14	0.00	0.00	-65.14	***
600 OPERATIONS & MAINTENANCE	4,551.42	33,855.13	65,220.00	66,911.00	33,055.87	50
700 STUDENT ACTIVITIES	0.00	1,279.80	7,328.00	7,328.00	6,048.20	17
Org Total:	21,269.71	131,202.17	276,220.00	281,882.00	150,679.83	
624 KASAAN						
100 REGULAR INSTRUCTION	15,910.20	82,564.67	220,694.00	170,659.00	88,094.33	48
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	522.75	3,299.75	9,329.00	9,329.00	6,029.25	35
400 SCHOOL ADMINISTRATION	804.26	4,710.50	6,633.00	6,633.00	1,922.50	71
600 OPERATIONS & MAINTENANCE	2,133.01	10,126.38	34,965.00	34,965.00	24,838.62	28
700 STUDENT ACTIVITIES	105.59	582.76	4,980.00	4,980.00	4,397.24	11
Org Total:	19,475.81	101,284.06	278,101.00	228,066.00	126,781.94	
625 NAUKATI						
100 REGULAR INSTRUCTION	16,160.84	82,506.11	197,234.00	197,546.00	115,039.89	41
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	7,523.31	22,251.48	80,849.00	93,329.00	71,077.52	23
400 SCHOOL ADMINISTRATION	1,327.64	7,354.72	10,872.00	10,872.00	3,517.28	67
600 OPERATIONS & MAINTENANCE	1,545.44	27,872.51	80,608.00	68,021.00	40,148.49	40
700 STUDENT ACTIVITIES	36.00	6,712.67	6,682.00	6,682.00	-30.67	100
Org Total:	26,593.23	146,697.49	377,745.00	377,950.00	231,252.51	
628 THORNE BAY						
100 REGULAR INSTRUCTION	37,940.42	199,227.98	395,319.00	428,272.00	229,044.02	46
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	11,625.00	2,400.00	2,400.00	0
200 SPECIAL EDUCATION INSTRUC	14,126.04	73,764.88	189,698.00	156,599.00	82,834.12	47
400 SCHOOL ADMINISTRATION	2,742.99	19,767.54	52,179.00	43,380.00	23,612.46	45
450 SCHOOL ADMIN SUPPORT SRVC	2,299.18	14,166.76	29,527.00	30,401.00	16,234.24	46
600 OPERATIONS & MAINTENANCE	5,551.66	83,624.73	266,567.00	273,257.00	189,632.27	30
700 STUDENT ACTIVITIES	1,739.02	3,623.83	40,141.00	40,141.00	36,517.17	9
Org Total:	64,399.31	394,175.72	985,056.00	974,450.00	580,274.28	
632 WHALE PASS						
100 REGULAR INSTRUCTION	15,602.52	80,565.31	216,989.00	217,122.00	136,556.69	37
160 VOCATIONAL ED INSTRUCTION	0.00	148.76	1,500.00	1,500.00	1,351.24	9
200 SPECIAL EDUCATION INSTRUC	5,494.68	33,254.81	84,040.00	74,830.00	41,575.19	44
400 SCHOOL ADMINISTRATION	733.60	4,278.66	6,633.00	6,633.00	2,354.34	64
600 OPERATIONS & MAINTENANCE	1,010.14	9,826.46	36,921.00	35,790.00	25,963.54	27
700 STUDENT ACTIVITIES	0.00	2,090.74	4,951.00	4,951.00	2,860.26	42
Org Total:	22,840.94	130,164.74	351,034.00	340,826.00	210,661.26	
646 ALASKA TRAILS - DW CORRESPONDENCE						
600 OPERATIONS & MAINTENANCE	0.00	267.17	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	2,782.83	64,851.85	75,764.00	34,625.00	-30,226.85	187
140 CORRESPONDENCE INSTRUCTON	11,450.08	77,922.99	196,952.00	167,762.00	89,839.01	46
160 VOCATIONAL ED INSTRUCTION	5,402.88	5,402.88	0.00	0.00	-5,402.88	***
200 SPECIAL EDUCATION INSTRUC	0.00	68.31	0.00	0.00	-68.31	***
220 SPED SUPPORT SRVCS-STUDNT	1,371.51	25,142.61	80,979.00	65,167.00	40,024.39	38
300 SUPPORT SERVICES-STUDENTS	1,371.51	17,133.49	49,763.00	27,855.00	10,721.51	61
350 SUPPORT SERVICES-INSTRUCT	1,433.97	1,433.97	0.00	0.00	-1,433.97	***
352 LIBRARY SERVICES	0.00	495.00	0.00	495.00	0.00	100
353 Technology	11,341.57	645,815.93	1,616,756.00	1,434,121.00	788,305.07	45
354 INSERVICE	300.00	8,908.81	6,700.00	6,700.00	-2,208.81	132
400 SCHOOL ADMINISTRATION	146.05	9,332.16	4,564.00	4,564.00	-4,768.16	204
450 SCHOOL ADMIN SUPPORT SRVC	2,466.33	14,742.27	26,902.00	27,777.00	13,034.73	53
511 BOARD OF EDUCATION	12,764.75	58,987.03	98,509.00	98,509.00	39,521.97	59
512 OFFICE OF SUPERINTENDENT	22,842.25	138,685.02	314,559.00	314,559.00	175,873.98	44
550 DISTRICT ADMIN SUPRT SRVC	35,140.51	227,000.38	260,747.00	242,903.00	15,902.62	93
600 OPERATIONS & MAINTENANCE	10,077.97	440,669.77	791,574.00	751,554.00	310,884.23	58
700 STUDENT ACTIVITIES	6,521.64	12,893.52	55,317.00	83,875.00	70,981.48	15
900 OTHER FINANCING USES	0.00	0.00	52,500.00	52,500.00	52,500.00	0
Org Total:	125,413.85	1,749,485.99	3,631,586.00	3,312,966.00	1,563,480.01	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	15,486.79	79,485.83	229,808.00	229,888.00	150,402.17	34
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	7,212.40	35,351.30	86,766.00	108,727.00	73,375.70	32
400 SCHOOL ADMINISTRATION	964.14	6,183.89	9,077.00	9,077.00	2,893.11	68
600 OPERATIONS & MAINTENANCE	3,195.66	22,129.79	51,081.00	51,554.00	29,424.21	42
700 STUDENT ACTIVITIES	1,138.65	1,349.29	7,567.00	7,567.00	6,217.71	17
Org Total:	27,997.64	144,500.10	385,799.00	408,313.00	263,812.90	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	10,001.86	60,570.48	151,838.00	113,394.00	52,823.52	53
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
400 SCHOOL ADMINISTRATION	820.01	4,048.92	6,633.00	7,030.00	2,981.08	57
600 OPERATIONS & MAINTENANCE	1,453.09	9,234.14	43,393.00	52,223.00	42,988.86	17
700 STUDENT ACTIVITIES	0.00	70.00	1,250.00	1,250.00	1,180.00	5
Org Total:	12,274.96	73,923.54	204,614.00	175,397.00	101,473.46	
0.00Fund Total:	320,265.45	2,871,700.98	6,490,155.00	6,099,850.00	3,228,149.02	47 %
Grand Total:	320,265.45	2,871,700.98	6,490,155.00	6,099,850.00	3,228,149.02	47 %



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

January 18, 2023, Regular Board Report Sherry Becker, Superintendent

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

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

SISD Strategic Plan Goals:

1. Prepare students for postsecondary life
2. Provide sufficient and effective staff support
3. Increase communication district and community wide
4. Increase visibility to share lifestyle and increase enrollment

Strategic Plan Goal 1: Prepare Students for Postsecondary Life

Future Leaders Program

Our Youth Connections Specialist, Ellis Woronowicz, has scheduled site visits with the area principal and will be visiting most sites the week of Jan. 16th. The purpose of these visits is to meet the students and staff, to discuss the Future Leaders Program opportunities, and to encourage student participation.

Semester II Class Offerings

Currently planning an ETT class for students - will count for a Health II course credit.

Writing Sample Collection

April 21 Inservice – instructional staff throughout the district will be meeting to review writing samples from students' district-wide. A rubric will be used to evaluate each writing sample. Data will be analyzed afterwards.

Alaska Education Exchange

Alaska Department of Education and Early Development is proud to partner with AK ACTE to provide Alaska education agencies and educators the means to communicate, collaborate, and share CTE resources both locally and statewide. The Clearinghouse expands access to existing quality and diverse resources that enhance students' career pathways and improves alignment across the state."

Strategic Plan Goal 2: Provide Sufficient and Effective Staff Support

Inservices/Professional Development

January 6, 2023: mClass Training (required reading screener for the AK READS Act) - SISD is piloting the program this year

NYO Training

Kyle Worl, a Native Youth Olympic Competitor and Coach from Juneau School District visited SISD on Jan. 5 and showcased the moves to master the NYO sporting events. SISD students and staff received a demonstration of NYO

activities and were able to interact with Kyle in the various activities. Kyle stayed for a second day and provided more information and training for staff/potential SISD NYO coaches on Jan. 6. Laura Anania is our NYO Coordinator for the district, and she is working on developing teams of students from various age groups from throughout the district. Laura will be organizing a competition in district and some of our students may go to a state competition. She will also be working with the other districts on the island to see if they would like to participate in some competition with SISD students.

STREAMS Week/Classroom Without Walls Week Planning

The NYO discussion group started planning for a STREAMS Week/Classroom Without Walls program for this coming spring. More information coming soon on this program.

Alaska Education Exchange

Alaska Department of Education and Early Development is proud to partner with AK ACTE to provide Alaska education agencies and educators the means to communicate, collaborate, and share CTE resources both locally and statewide. The Clearinghouse expands access to existing quality and diverse resources that enhance students' career pathways and improves alignment across the state.”

Digital Promise Online Learning Resources

This library of online learning resources is intended for educators and can be filtered by type, grade, and subject. [All of the included resources are free and meet student privacy criteria.](#)

Strategic Plan Goal 3: Increase Communication District and Community Wide

Federal and State Programs/Grants:

[Rural Utility Services Distance Learning and Telemedicine Grant](#) (RUS DLT) – Working with grant writer, SERRC TechOps, SISD Tech Coordinator and others to apply for the RUS DLT Grant. Application is due January 30, 2023. Award potential: 50K – 1M

(From the Federal Register – Notice of Solicitation and Application)

Purpose of the Program. Seeking to make progress toward President Biden's goal of digital equity throughout the country, the DLT program provides financial assistance to enable and improve distance learning and telemedicine services in rural areas. DLT grant funds support the use of telecommunications - enabled information, audio and video equipment, and related advanced technologies by students, teachers, medical professionals, and rural residents. These grants are intended to increase rural access to education, training, and health care resources that are otherwise unavailable or limited in scope.

Strategic Plan and Superintendent Evaluation FY23

Survey is now live on sisd.org, multiple SISD Facebook pages/Facebook groups that SISD follows, and a robocall went out to all staff, students, and parents recently. Results will be compiled and presented to the SISD School Board on Jan. 18, 2023, for their review during the superintendent's evaluation in executive session.

FY24 SISD Calendar

Three options have been sent out to school staff for comment. Over the next month, each school's Advisory School Council (ASC) will need to vote on a calendar for the 2023-24 school year. These 3 calendars and the ASC votes will then be submitted to the SISD School Board for approval of a 2023-24 school year calendar.

Strategic Plan Goal 4: Increase Visibility to Share Lifestyle and Increase Enrollment

AAATTSA 2023-24

1st planning meeting scheduled for the 2023-24 AAATTSA program – January 17

SISD Students in Print!

Exciting news! One of our SISD students has been chosen to write articles as a NASP student contributor for the 2022-23 archery season! <https://www.naspschools.org/category/success-tips/>

Legislation (as of Jan. 10th)

The 2023 Alaska Legislative session begins this Tuesday, and the first pre-file bills were released on Basis January 9th. Nine of the bills released, were related to public education.

HB 6: Public Schools; Opioid Awareness Program

- Require DEED to develop an opioid abuse awareness curriculum for grades 6-12. Requires 60 minutes of instruction annually relating to opioid abuse awareness.

HB 21: School/University Employee Health Insurance

- Allows school employers to elect to participate in an insurance policy selected by the commissioner of the Dept. of Administration.

HB 27: Designate Sex for School-Sponsored Sports

- Requires public schools and private schools that compete against public schools to designate sports as male, female, or coeducational, and require that students competing on female teams be female as designated by their biological sex.

HB 31: Alaska Performance Scholarship Eligibility

- Expands eligibility for Alaska Performance scholarships.

SB 9: Alaska Sunset Commission

- Establishes a sunset commission to review and make recommendations on discontinuation of or changes to state entities. The Dept. of Education and Early Development would be reviewed and recommendations would be made in 2028.

SB 11: Teachers and Public Employee Retirement Plans

- Relates to restoration of tenure for certain disabled individuals and allows members Permanent Fund PERS and TRS to choose between a defined benefit and a defined contribution retirement plan.

SB 14: RIP for Public Employees/Teachers

- Allows reemployment of persons who retire under the teachers' retirement system as mentors.

SB 24: Public Schools: Mental Health Education

- Encourages mental health topics be taught in public schools. Creates a guideline for DEED to develop curriculum.

SB 29: Civics Education; Establish Alaska Civics Education Commission

- Requires schools not to issue a diploma to students who have not completed a civics education course using the curriculum DEED develops or have not achieved a passing score of at least 70 percent on their test.

The Senate Majority released their leadership structure:

- **Senator Gary Stevens** (R-Kodiak) as Senate President, **Sen.-elect Cathy Giessel** (R-Anchorage) as Majority Leader, **Sen. Bill Wielechowski** (D-Anchorage) as Rules Chair, **Sen. Click Bishop** (R-Fairbanks) as Majority Whip, **Sen. Bert Stedman** (R-Sitka), **Sen. Lyman Hoffman** (D-Bethel), and **Sen. Donny Olson** (D-Golovin) as chairs of the Finance Committee, and **Sen. Elvi Gray-Jackson** (D-Anchorage) as Legislative Council Chair.
- In the press release, it was shared that "providing adequate funding for public education while accessing accountability and performance" was one of their priorities. The press release with the Senate Majority priorities and Committee Chairs is below.
- Also below please find a press release about a press conference regarding Seizing Carbon Opportunities, an area of the governor's revenue generating focus.
- Once session begins, it is important to track bills as they move through the legislature. BASIS is the legislatures web site to track bills, contact legislators, and access [committee information](#). You can download the guide [here](#).

Miscellaneous

Superintendent Travel:

[SERRC](#) Board Meeting in Juneau – January 9-10th

Attended the SERRC Board meeting. Topics included: strategic planning, audit and financial report, DEED updates, academic decathlon, special education services, superintendent critical issues, and CTE regional planning.

SISD Budget Revision

Business Manager and Superintendent worked together on revising and balancing the FY23 budget.

Staffing FY24

Contracts for certified staff have been issued for most tenured and non-tenured staff. There are a few individuals that are unsure if they are going to return. Some are still going through the evaluation process.

The image is a collage. The top-left portion shows a tree with green and brownish-orange leaves against a blue sky with white clouds. A blue horizontal banner with the text 'Naukati School' in white is overlaid across the middle. The bottom-right portion shows a close-up of pink flowers with white and red markings, growing on green stems. The background of the bottom-right is a blurred, dark, textured surface.

Naukati School

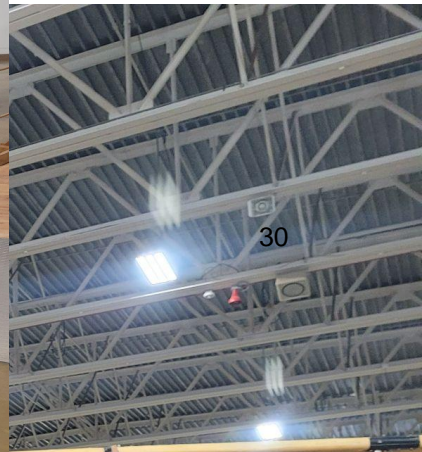
ELECTIVES 1



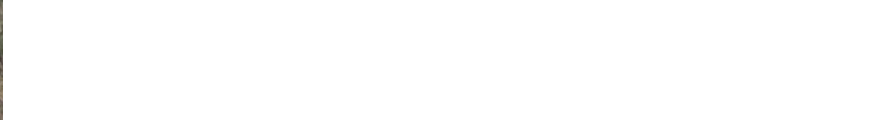
ARCHERY TRIP



Air Force Museum-Utah



Antelope Island



Utah Zoo and Airborne Trampoline Park

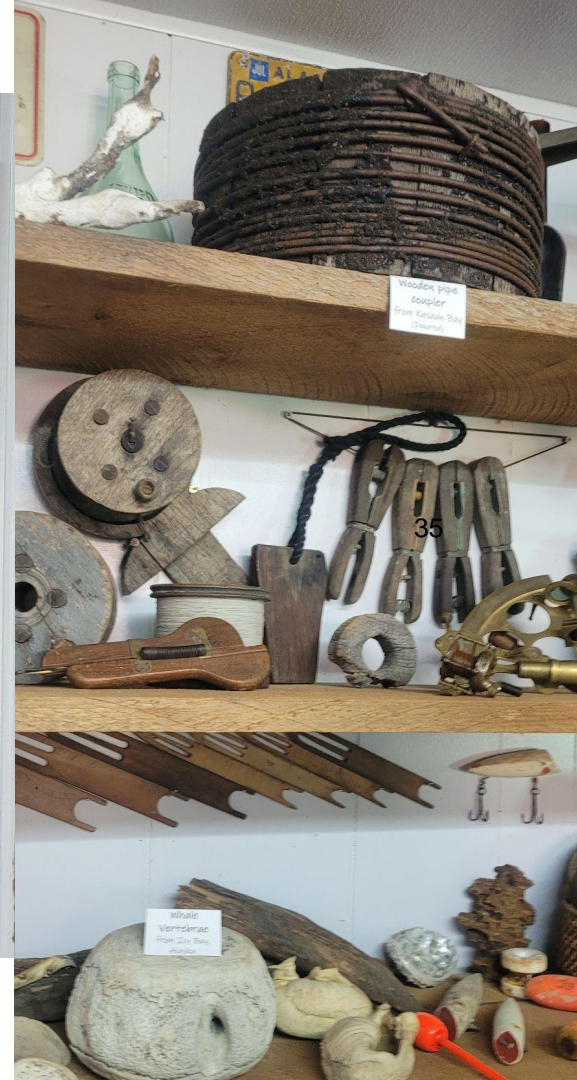




Young Living Lavender Farm
& A wonderful welcome home!

KASAAN TOTEM PARK AND MUSEUM









THE GREAT ALASKAN LUMBERJACK SHOW

TRIP TO Ketchikan



LOGGERS SHOW



TOTEM PARK



FISH HATCHERY





PHLIGHT CLUB



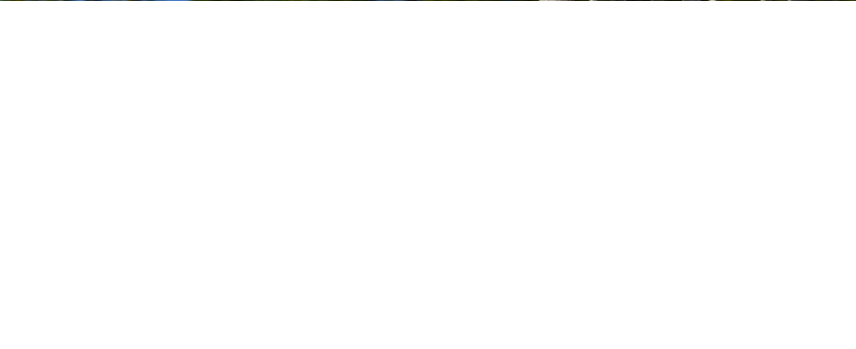


PHOTOGRAPHY



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ORCHARD PLANTING



FOOD PRESERVING



MITTEN MAKING



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CLAM DIGGING





SOUTHEAST ISLAND SCHOOL DISTRICT

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Board Report

Jan 18, 2023

Shaine Nixon

Area Principal (On-Island Outer-site Schools) Welcome to 2023! The New Year has begun with a bang as students and staff are back from the break and fired up about the rest of the year. Ellis Woronowicz has been working hard to create and facilitate the new Student Led Youth Leadership group. Together we have visited with all but two campuses and have many students excited about participating.

Professional Development: Staff members attended PD on Friday, January 6 in Thorne Bay. I had several good responses from the day. Much of the staff will be attending RTI training in Anchorage this next weekend and we are looking forward to coming back with new energy and ideas to help boost our students' learning.

Current Events: Currently, students are participating in archery as well as wrestling. Many of our younger students are participating in Red Tide wrestling. Our first archery competition was held this past Saturday in Thorne Bay and students did an amazing job. There were some great scores, but a great time was had by all participating. This coming Friday many students will be participating in Klawock for a day of phlight club. Thorne Bay will be holding a movie night and Coffman Cove will be hosting a lockin.

Before the Christmas break, Howard Valentine hosted a Christmas potluck with Santa and a skit. It was well received and enjoyed by all. They had a great community turnout. Also, Howard Valentine hosted a fundraiser for Johnnie Rice who lost his house in a fire. It was a great turnout and raised needed funds.

Students across the district, in all age groups, are participating in Battle of the Books.

Shaine Nixon

Area Principal

THRIVE/SUCCEED Grant and Counseling

Amy McDonald
January 2023

Counseling

The time leading up to the holidays can be challenging for some of our students. Our staff does an amazing job being aware of the academic, social and emotional states of our students. We were able to work through a few nervous times for some of our students. **(Goal 1)**

It has been a goal of SISD for many years to move scheduling for graduation planning from one central person/team to involving more of the site based staff that have better opportunities to include students and parents in graduation planning. I am excited to see this goal being accomplished. **(Goal 1)**

We are seeing more and more of our students taking dual credit courses through the Alaska Advantage program. This is so exciting. We continue to write this cost into grants that we are awarded so that we can support students and parents and take away some of the financial burden associated with university courses. **(Goal 1)**

THRIVE/SELECT/REWARD/SUCCEED/SOAR Grants

Training in ANC: Prince of Wales had 22 staff, community members, and students attend the two sessions offered through the grants on POW.

[Creating Resilient Students: The Power of Webs of Support](#)
[Wired for Connection](#)

Throughout the whole two days, I continually heard adults commenting on the value our students added to the training. It is amazing to see our students stand up as leaders among adult participants to support their learning! Students were able to support adults in understanding the value and necessity of building resilience in their lives. VERY POWERFUL!



When you see a staff, student, or community member that attended the training, ask them to explain the image below to you! **(Goal 1, 2, 4)**



National Association of Agricultural Educators Conference: Although this is not an SISD event, there is value in SISD staff facilitating events outside of our area. In November, I was invited (this was a contracted opportunity through our partnership with Brightways Learning) to facilitate two sessions for the National Association of Agricultural Educators Conference in Las Vegas, Nevada. During these sessions I was able to showcase some of the efforts of SISD's Ag Program. SISD is doing some amazing work and I am proud to be able to share our work with others. **(Goal 3 and 4)**

SOAR Update: We have hired both a SOAR Grant Coordinator, Becca Ververs, and a SOAR Grant Career and Technical Ed Counselor, Heather Mendonsa. Both these positions are hired through Klawock School District and will service SISD and Craig as well. Be looking for visits from both of them soon.

Some things to look forward to for our students and staff:

- Personal Learning and Career Plans (PLPC) - Each student in grades 6 through 12 will create, with the SOAr Grant Career and Technical Ed Counselor, a PLPC. Heather is looking a options and will be visiting sites soon to work with students, staff and parents to develop the PLPCs.
- [ZSpace](#) Laptops and Software - Interactive AR/VR Technology: The grant will provide laptops and software for schools to experience immersive and interactive learning experiences for today's workforce.
- Business Education Summit: In partnership with the POW VoTech Center, POW Health Network, and POW Chamber of Commerce the Business Education Summit will take place in April. More info to come soon.

(Goal 1 and 4)

SUCCEED Update: We are still advertising for a school counselor to fulfill a requirement of the SUCCEED grant. As soon as this position is hired, grant events will commence. We are in full compliance with US DOE requirements.

The United States Department of Education, Office of Indian Education hosted a one day, in-person, grant leadership summit in Washington, DC on December 9. It was a lot of travel for a one day event, but the content and networking was well worth the travel. Content included ways to increase sustainability post grant, budget restrictions and opportunities, ideas for meeting grant goals and objectives, and getting to know your program managers. **(Goal 1, 2, 4)**

THRIVE Update: Our new hire, Ellis, is actively working with staff to meet the goals and objectives of the THRIVE grant. She is working with Sherry and Shaine on the Future Leaders program and with me on upcoming PHlight events (PHlight Clubs and Camps and WebMasters). **(Goal 1 and 4)**

Each site (Lead Teacher) was given the opportunity to hire a paraprofessional and provide extra duty for a certified staff to provide twice a week after school homework and connection events. These events can be set up by the individual school as long as some time is spent on academic support and some is spent on adult/youth connection. **Thanks to Coffman and Naukati for getting this opportunity up and running! (Goal 1 and 4)**

Value Up: Mike Donahue, founder and director of Value Up, visited POW during the week of November 14. After his visit, the students in Hollis wrote professional Thank You letters to Mike, SISD, and Brightways for providing this opportunity. They also wrote essays about their learning after the event. Here is a [link](#) to their Thank You letters. Please take some time to read them and then ask the students about their essays.

SISD Strategic Plan Goals

Goal 1: Prepare Students for Post-Secondary Life

Goal 2: Provide Sufficient/Effective Staff Support

GOAL 3: Increase Communication District and Community Wide

Goal 4: Increase Visibility to Share Lifestyle and Increase Enrollment

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

1. CIP projects:
 - A. Hollis is in full construction. Most framing is done and we are though payment #12 with DEED. We have 3 payments left for 40% of project with next one going out when drywall starts going up.
2. Replacement of boiler in Kasaan. Electrical run for turn up is still being worked on and we are waiting on the pumps (back order).
3. Kasaan library has staff back in the building.
4. Wood boiler based projects with the Alaska Energy Authority.
 - A. Kasaan still have the line in from the School to Library left.
 - B. Naukati Bay project is 100% done we are able to access about 22 cord of wood with a pallet jack. That is just shy of half our wood for the year really cuts down on travel back and forth between Coffman with the Bobcat.
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. With the Boards permission I have been exploring option for Port Protection and Edna Bay,

Edna Bay: our building is being used with a current agreement with library and working on one with the City. There are current AK Trails students and always some hope for the school starting back up.

Port Protection: there is no use of the school property and we have added maintenance into the budget but just the cost and time to service with minimal chance for opening. With the board's approval I have reached out to Mary Wanzer (sold the float house for us) and she would like to see the property but is thinking in the 350,000 to 400,000 would be a starting point. I will look to scheduled a trip in the spring with her and report back at that time with solid estimate.

7. Freezing during the cold snap before Christmas: it's about all caught up. We are still working though some issues with the Fire Marshal for part of our Dry sprinkler system that failed. Ketchikan Mechanical was called over and we were able to get most of the system back online but is still in need of more work. At time of writing am still working to clear this with Fire Marshal's office. Big thank you to staff and help with clean up after broken pipes.

8. We have a request from Trevor Sande, purchaser of the float house. He is moving the building to land and would like to move the security of the land contract from the development to the waterfront property that will be the building's new home. We have a statement of value from local Realtor and just need to get the lawyer to go over final paperwork.

Respectfully,

Branzon Anania

Technology Department

Board Report - January 10, 2023

Devices:

PA iPads - Reconfigured into Jamf Management System
Staff Training iPads - First use with DIBELS Training
Viewsonic Boards - 3 of 7 Setup and trained relevant staff
Polycom - Use of Zoom Rooms and assigned iPads to 2 systems
Kyocera - Repaired 2 Kyocera M2640 idw printers reconfigured to scan to email
Printers - New printer/s ordered to supplement outer sites
Jamf - Locating devices and pulling into Management system
Sound System - Evaluate and Research into new ceiling speaker system for Gym
Signage - Looking into possible community advertisement signage
Testing - Setting up devices for variety of testing purposes
Techroom cell - Ordered to better support district as well as 2 Factor support

Network:

Starlink - 2 more ordered, 1 in PA, 1 in WP, 1 in TNB
Mac mini - DHCP and DNS servers with Firewalls being configured
Aerohive - Programming APs for new Starlink integration
Web Access - Looking into invalid certificates with certain websites
General - Investigating common network issues for planned overhaul
Switch rooms - Evaluating current state and future plans for switch rooms
Naukati - Pulled half of old unused equipment from switch room
Testing - Evaluating network compliance with state testing

Security:

Sophos - Not renewing subscription, planned Jamf integrations and sub for PC
Jamf - Modifying profiles for consistent and reliable use on fly
Naukati - Camera system needs new DVR, outdated software no longer functional
2 Factor - Gradual implementation of 2 Factor security

Housekeeping:

Google Admin - Updating student records to accurately reflect school
Website - Updating as needed changes are recognized
Old equipment - Researching what's useful or valuable slow cleanup
Asset Tags - Continued tracking of devices into master list as found
Laptops and Chromebook's - Diagnose and repair as they arise for use

SISD Technology Coordinator
Everett Cook



Greenhouse/Ag SB Report

Amanda Kiely <akiely@sisd.org>

Tue, Jan 10, 2023 at 8:07 AM

To: Chris Page Haufe <cpage@sisd.org>

Coffman Cove - The CC greenhouse did not fare well during the sub-zero temps. The PVC pipes to the grow beds split and will all need to be replaced. Luckily the pipes to the fish tanks did not crack and most of the fish survived the cold. In the future we plan to drain the aquaponic beds every Dec-Feb. Temps were below freezing inside the greenhouse and without a heat source to warm the air, pipes could potentially break again. Teachers at the CC school, as well as volunteers Hesperus and David Keys, have been a huge help. Melissa Dougherty's MS/HS class continues to work in the greenhouse daily, feeding fish, checking temps, caring for soil beds, etc. Christy Nixon's elementary class takes care of the chickens daily and collects eggs, and there are plans to expand the flock in spring.

Thorne Bay - Temperatures in the TNB greenhouse did not drop below freezing during the cold snap, and even though we lost all of the tomato plants, lettuce continues to grow. Preschoolers help feed the fish most days, and curriculum for HS work study participants is being developed for the coming quarter.

Grants - Amanda Kiely submitted a \$50K USDA Farm to School grant proposal in early January, awards will be announced in late spring. The four AK micro-grants are all nearly spent and reports are due in March.

Spring plans - Starts for Mother's Day hanging baskets have been ordered (fuchsia, petunia, geranium, etc) and will begin to arrive in late February/early March. These will be grown in the Thorne Bay greenhouse where temperatures and attention are more consistent.

Once food production increases in spring, greenhouse and agriculture outputs will primarily be used to provide food for the school food service program, and to involve students in that process.



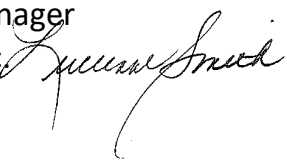
SOUTHEAST ISLAND SCHOOL DISTRICT

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

TO: SISD BOARD OF EDUCATION

THRU: Sherry Becker, Superintendent

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

Date: January 10, 2023

SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE
Goal #3: Increase Communication District and Community Wide

FY 2023 BUDGET – A budget revision is included in this Board Meeting Packet with recommendation by administration for approval.

E-RATE – The Form 471 (application to USAC [Federal Government] for e-Rate discount) is in draft form and will be submitted by months end. The deadline for submittal is March.

INDIRECT APPLICATION – The indirect rate application was submitted to DEED in December resulting in our indirect rate being reduced slightly from 5.78% in the current fiscal year to 5.66% for FY 2024.

OTHER – All calendar year end reports have been submitted and now we are working on our Q2 grant reimbursement submittals. W2's will be out the door in the next week as well as all 1099's and those files will be submitted to Social Security and IRS by their due dates.

The annual PPE (Per Pupil Expenditure) report has been completed and returned to DEED – this information will be added to the Report Card to the Public for the District.

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

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

SISD Board Meeting Report

Wednesday, Jan 18, 2023

Charles King

The first weeks of January have been busy. On the 5th of this month, schools were able to take a trip to Thorne Bay to witness and participate in Native Youth Olympic sports. Students have been doing archery, and recently went to a tournament. There are various competitions for cash prizes that students can participate in. An after school academic program has been started in Howard Valentine for Mondays and Wednesdays.

Sadly, the fish in the Coffman Cove greenhouse have died due to a mechanical malfunction. Last week in Coffman there was an art night, 15 people showed up, and they focused on watercolor painting, more details can be found on the Howard Valentine FB page.



2022-2023 COVID-19 Mitigation Plan

www.sisd.org
907-828-8254

Board Approved Updates: 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



SOUTHEAST ISLAND SCHOOL DISTRICT

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Meeting: January 18, 2023 – Regular Board of Education Meeting

Category: Business Item

Subject: 2nd Reading, Board Policy 6145

RECOMMENDATION

It is the administration's recommendation that the School Board approve Board Policy 6145, Extracurricular and Co-curricular Activities

PERTINENT FACTS:

Board Policy 6145 was last updated in 2003. The revised policy aligns our policy to AASB's model policy. We will also be updating the administrative regulation for this policy in the near future.

RECOMMENDED MOTION:

Approve Board Policy 6145, Extracurricular and Co-curricular Activities.

BP 6145 ~~Eligibility for Participation in~~ Extracurricular and Co-Curricular Activities

Note: The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/cocurricular activities which does not compromise the integrity and purpose of the educational program.

(cf. 5131.63 - Performance Enhancing Drugs)

(cf. 6153 - School-sponsored Trips)

Note: The following optional policy establishes academic eligibility requirements for student participation in extracurricular and cocurricular activities in grades 7-12.

In order to participate in extra/cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee may exempt from eligibility requirements extra/cocurricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the School Board requires students in grades 7 through 12 to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/cocurricular activities.

Students with any "F" grades do not meet eligibility requirements.

The School Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. The Superintendent or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility.

The Superintendent or designee may revoke a student's eligibility for participation in extra/co-curricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

(cf. 6145.2 - Interscholastic Competition)

The Superintendent or designee shall facilitate the opportunity for transitioning military children's participation in extracurricular and cocurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

(cf. 5119 - Children of Military Families)

Participation By Students Enrolled in Alternative Education Programs

Note: Effective July 1, 2013, a high school student who is enrolled full-time in an alternative education program is eligible to participate in extracurricular activities in the student's district of residence if the student's alternative program does not offer interscholastic activities. The student is required to meet the same eligibility criteria for participation as district students and must provide documentation, including transcripts, proof of full-time enrollment, applicable disciplinary records, and medical records, if required for participation in the activity. The student must claim the same school for interscholastic purposes during a school year. AS 14.30.365.

The School Board welcomes the participation in extracurricular activities of eligible students who are enrolled full time in alternative education programs. Participation is available to those students who would be permitted to enroll in the district based on the residency of the student's parent or legal guardian. Students must meet the same eligibility requirements for participation in the activity as district students, and must provide all documentation required to confirm eligibility. Participation is available in those interscholastic activities sanctioned by the Alaska School Activities Association that occur outside the regular curriculum. Participation is not available in student government at a school.

The alternative education program in which a student is enrolled must be located entirely in Alaska and must be a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; an accredited home school program; a charter school; or a statewide correspondence school.

Note: A student wanting to participate in activities but whose parent or legal guardian is not a resident of the district may still request participation. A student meeting all other requirements will be eligible if the Board approves participation based on good cause demonstrated by the student. AS 14.30.365. Good cause is not defined in this statute. Decisions on eligibility should be made by the Board on a case-by-case basis, considering all applicable circumstances. Such determinations should be evenly applied to students in similar situations.

The Board recognizes that good cause may exist for a student to participate in district extracurricular activities even if the student's parent or guardian does not reside within the district. Students who attend an alternative education program full time and who otherwise meet the eligibility requirements for the extracurricular activity(ies) may apply to the district for participation despite the lack of residency. Such a request must be submitted to the superintendent or designee with a written explanation of the good cause that exists. Eligibility in this situation must be approved by the Board. Unless the parent or eligible student's presence is requested at a meeting of the Board, the Board's decision will be based upon the written request submitted, including any

recommendation by the superintendent or designee. Board approval will be effective for the school year in which the student applies and may be renewed annually if the good cause continues to exist.

Legal Reference:

ALASKA STATUTE

14.30.010 Interstate Compact on Educational Opportunity for Military Children

14.30.365 Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

1. Extra-Curricular Activities

~~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 upon performance, attendance, and behavior.~~

~~Minimum criteria for participation in extracurricular activities by students 12 through 19 years of age include:~~

- ~~A. Must be enrolled in a minimum of (4) four spectrum areas.~~
- ~~B. Must be progressing towards proficiency in all spectrum areas, as determined on a weekly basis.~~
- ~~C. Must be in attendance the full day of any practice, event, or travel unless absence is documented by doctor or hampered by weather. Students shall not participate nor attend practice on a day of absence from school.~~
- ~~D. 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.~~
- ~~E. Must meet all ASAA requirements.~~
- ~~F. 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.~~

- G. ~~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.~~
- H. ~~Must have a signed and dated SISD Participant Code of Conduct Contract for the specific activity.~~

2. Co-Curricular Activities

~~Co-curricular activities are defined as programs, such as Close-Up, Artfest, Fine Arts Camp, Academic Decathlon, Spelling Bee, Geography Bee, Peer Helpers, etc. which are related to, and designed to enhance, the regular school curriculum. Students who participate in such programs are representing the school district.~~

~~Criteria for participation in co-curricular activities include:~~

- A. ~~Specific eligibility requirements for the activity, as appropriate.~~
- B. ~~Other factors, such as attendance and behavior, in accordance with Board policy on student discipline and student conduct. 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.~~

3. Denial of Eligibility

~~In the event that a student is determined by the principal/lead teacher to be ineligible for participation in an extracurricular or co-curricular activity, the student and parents or guardians shall be given written notice of ineligibility and the opportunity for an informal hearing before the principal/lead teacher.~~

~~The Superintendent will be notified in writing by the principal or lead teacher when a determination of ineligibility occurs.~~

Reviewed 5/03

Revised 9/03

Adoption Date: 04/09/98

Southeast Island School District



SOUTHEAST ISLAND SCHOOL DISTRICT

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

(907) 828-8254

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Meeting: January 18, 2023 – Regular Board of Education Meeting

Category: Business Item

Subject: 2nd Reading, Elective Course Descriptions (Art 1, Digital and Studio Art, Exploratory Elective Semester 1 & 2, Mitten, Hat, Pillow Activity, Scuba, and Yearbook 2/3)

RECOMMENDATION

It is the administration's recommendation that the School Board approve the elective course descriptions for Art 1, Digital and Studio Art, Exploratory Elective Semester 1 & 2, Mitten, Hat, Pillow Activity, Scuba, and Yearbook 2/3.

PERTINENT FACTS:

These course descriptions are for elective courses. All courses would be available to students in grades 9-12. Art 1, Digital and Studio Art, Exploratory Elective (semester 1 & 2) would also be available to students in grades 7-8, and Mitten, Hat, Pillow Activity would also be available to students in grades 5-8.

RECOMMENDED MOTION:

Approve the elective course descriptions for Art 1, Digital and Studio Art, Exploratory Elective Semester 1 & 2, Mitten, Hat, Pillow Activity, Scuba, and Yearbook 2/3.

Elective Course Description

Course Name	Art 1
Course Number	TBD
Length of Course	One Semester
Grade Level	7-8, 9-12
Credit Type	0.5 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	None
Course Summary	<p>Art 1 is an introduction to, and exploration of, the elements and principles of art through a variety of methods and media. Students will begin to develop a visual arts vocabulary by using and applying the elements and principles of art, such as: line, shape, form, color, value, texture, space, balance, contrast, emphasis, pattern, proportion, movement, and unity. Methods and media may include, but are not limited to: drawing, painting, printmaking, sculpture, mosaic, paper arts, collage, collaborative media, fiber arts, and/or clay. Students may also study artists and their works, learn to make judgements about art, and consider the theories and purposes of art. As applicable, lessons can be modified or substituted to align to specific themes, site-specific units of study, availability of materials, class size, and/or areas of interest. Units of study may be taught in any order. Timeline, number of projects, and order in which topics are taught may be adjusted as necessary. This class may be taught as a semester or year long course.</p>
Primary Materials	<p>A variety of consumable and non-consumable art supplies will be required. Suggested Materials: charcoal, ink, markers (washable & permanent), crayons, soft and hard lead pencils, oil pastels, chalk pastels, paints (including watercolor, acrylic, tempera, puffy, fabric, etc.), liquid lead for faux stained glass, clear plastic transparency sheets, googly eyes, pipe cleaners, tissue paper, paper (watercolor, cardstock, tracing, construction, etc. in a variety of sizes and colors), canvases, foil & molds, clay (polymer, air dry, etc.), clay</p>

	tools, scissors, glue (stick, liquid, & hot), tape (masking and clear), paintbrushes, sponges, eye dropper, yarn, string, muslin, felt, threadcraft foam, mod podge, liquid starch, shaving cream, sequins, wire, brads, magazines, newspapers, paper mache, beads, mosaic tiles, thinset mortar, silkscreen kit, basket making or weaving materials, pom poms, glitter, wax paper, aluminum foil, coffee filters, sketchbook, etc.
Standards	<p>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and works.</p> <p>Visual Arts Anchor Standard 3: Refine and complete artistic work.</p> <p>Visual Arts Anchor Standard 4: Select, analyze, & interpret artistic work for production & presentation.</p> <p>Visual Arts Anchor Standard 8: Interpret intention & meaning in artistic work.</p> <p>Visual Arts Anchor Standard 9: Apply criteria to evaluate artistic work.</p>
Assessment	Self Evaluation Checklist & Art Rubric

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Week 1	Introduction to Elements & Principles of Art. Review syllabus, grading rubric, & expectations. Discuss how pieces will be displayed this semester (continual rotating display, art show, or portfolio). Activity: Simple project or art stations. Suggested project: Graffiti art name plate (for locker or desk) using line, color, texture, and pattern.
Week 2	Focus on color. Introduce terms warm/cool, primary, secondary, complementary, monochromatic, tone, shade, value, tint, neutral, and intensity. Introduce a project based upon one subset of color. Suggested projects: Color Wheel; Robin Mead inspired Wild Surf Horizon (warm/cool-works well with watercolors & sharpie), Goodbye Summer Sun/Moon (watercolor & sharpie--focuses on warm/cool colors and pattern); Color Gradient Cityscape Silhouette...
Week 3	Focus on color: Project using monochromatic or complementary colors. Suggested medium: acrylic or tempera paint. Suggested projects: Monochromatic Moonscape Silhouette (focuses on shades, tints, & blending--best done in acrylic or tempera); Peel Away Painters Tape Monochromatic Shapes (Good introduction to abstract art, focuses on line, emphasis & shape; can be done in any medium); Complementary Color Trees (introduces foreground and background); Monochromatic portraits...
Week 4	Pastels (chalk or oil) or charcoal. Introduce blending/shading techniques. Suggested projects: still life (fruit, plant, etc.--use charcoal or chalk/oil pastels); Aurora Borealis (chalk pastels); banyan tree (oil pastels); glue drawings on black paper (chalk or oil pastels)...

Week 5	Watercolor techniques: Introduce art vocabulary and element/principle of focus for this project. Vocabulary: Wet on wet, wet on dry, salting, resist, layering, lifting color. Experiment with sprinkling salt, and/or dropping rubbing alcohol Suggested projects: Jellyfish crayon resist; Sea turtle oil pastel resist (focuses on use of space); galaxy painting; salt painting (raised glue version or salt sprinkles), oil & water marbled abstract (science connection); Jen Aranyi Winter Mountain Landscape (sharpie and watercolor; focuses on wet-on-wet); fall leaves (salt techniques)...
Week 6	Art based on literature: Artist Study: Students will complete a project based on illustrations from a children's book. Examples of illustrators & projects: Alaskan Illustrators: Mindy Dwyer (watercolor salt painting; anchor books for lesson: <i>Aurora a Tale of the Northern Lights</i> ; <i>Salmon Princess</i> , <i>Alaska's Three Pigs</i> , etc.), Shannon Cartwright (watercolor & colored pencil, anchor texts: <i>Alaska Mother Goose</i> , <i>Alaska's 12 Days of Summer</i> , <i>Sitka Rose</i> , <i>Swimmer</i> , etc.); Evon Zerbetz (printmaking, anchor text: <i>Little Red Snapperhood</i>); Rie Munoz; Barbara Lavallee; Ted Harrison (Cremation of Sam McGee, mixed media)...Other Illustrators: Eric Carle (painted paper animal collages); Dr. Suess (create a character project)...
Week 7	Sculpture: Suggested Projects: Tinfoil Low Relief Leaf Sculpture; foil panels; paper mache masks, paper mache (animals, planets, masks, etc.); soap carving; 3-D totem poles; "junk" sculptures...
Week 8	Shape/Pattern/Repetition: Kandinsky Concentric Circles/Trees (use cut paper, paint, or pastels); shape tryptik (use any medium, charcoal keeps focus only on shape, other mediums combine focus with color); mandalas (key term: radial symmetry); pointillism paintings; Aboriginal Art; doodle art; Alaska Native designs...
Week 9	Mosaic, seed beading, fabric arts/weaving, or wood burning. Focus on repetition, symmetry, and/or pattern. Suggested Projects: Garden stones; kitchen tile; picture frame; loop-a-loom potholders; friendship bracelets; basket making...
Week 10	Study of Artist/Art Style: Suggested artists: Georgia O'Keeffe (flower painting projects); Wassily Kandinsky (concentric circles); Vincent Van Gogh (Starry Night, sunflowers, etc.); Picasso (abstract portraits); Hokusai (The Great Wave off Kanagawa); James Rizzi (abstract portraits); Andy Warhol (pop art, repetition); George Seurat (pointillism); Ray Troll (Alaskan artist); Nathan Jackson (Native Arts)...
Week 11	Collage: Suggested projects: torn paper collage (landscape, animals, etc.); nature collage (leaf animals, beach display, etc.); 3-D paper flower collage...
Week 12	Landscape/seascape. Learn about horizon line, vanishing point, & perspective (objects in back appear smaller and lighter in color). Suggested projects: Robin Mead landscape/seascape (watercolor or mixed media); Van Gogh landscape; O'Keeffe desert landscape; layered watercolor cut paper collage landscape (uses a variety of watercolor techniques); Arctic landscape; winter trees (good for teaching about shadow & perspective); Ted Harrison Yukon mixed media...
Week 13	Texture or Paper Arts: Suggested projects for texture: leaf rubbings; texture rubbing shape frottage...Suggested areas

	of focus for paper arts: origami, paper mache, paper making. Suggested projects: 3-D Masks (African, Alaska Native, etc.); quilling; tissue paper/coffee filter flowers; paper boxes
Week 14	Mixed Media Art: "inchies" (a collection 2 inch by 2 inch of mini-projects using a variety of techniques/media, adhered to a background); Polar Bear Landscape (science connection; uses painting, saran wrap on wet paint technique, stencils, & puffy paint); scratch art; batik...
Week 15	Math in art: Introduce mathematical concept & how it relates to art. Learn about mathematician if applicable. Math based art project. Depending on topic, learn about symmetry, unity, balance, repetition, scale, and/or proportion. Suggested topics for project: tessellation (M.C. Escher); symmetry art; golden ratio (Da Vinci); pi day art; Fibonacci sequence in art (as it relates to patterns in nature--spirals, flower petals, pinecones, snail shells, etc.)...
Week 16	Printmaking: Leaf prints; fish prints; potato prints; lino prints; styrofoam prints; potato stamps (works well with Kente cloth designs); silkscreening; etc.

Elective Course Description

Course Name	Studio and Digital Art
Course Number	TBD
Length of Course	One Semester
Grade Level	7-8, 9-12
Credit Type	0.5 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	None
Course Summary	<p>Studio and Digital art is an introduction to, and exploration of, the elements and principles of art through a variety of methods and media. Students will begin to develop a visual arts vocabulary by using and applying the elements and principles of art, such as: line, shape, form, color, value, texture, space, balance, contrast, emphasis, pattern, proportion, movement, and unity. Methods and media may include, but are not limited to: drawing, painting, 3-d printmaking, sculpture, computer graphics software, digital cameras, vector graphics editors, drone videography, paper arts, collage, collaborative media, and fiber arts. Students may also study artists and their works, learn to make judgements about art, and consider the theories and purposes of art. As applicable, lessons can be modified or substituted to align to specific themes, site-specific units of study, availability of materials, class size, and/or areas of interest. Units of study may be taught in any order. Timeline, number of projects, and order in which topics are taught may be adjusted as necessary. This class may be taught as a semester course</p>
Primary Materials	<p>A variety of consumable and non-consumable art supplies will be required. Suggested Materials: charcoal, ink, markers (washable & permanent), crayons, soft and hard lead pencils, oil pastels, chalk pastels, paints (including watercolor, acrylic, tempera, puffy, fabric, etc.), liquid lead for faux stained glass, clear plastic transparency sheets, googly eyes, pipe cleaners, tissue paper, paper (watercolor, cardstock, tracing,</p>

	<p>construction, etc, in a variety of sizes and colors), canvases, foil & molds, 3-D Printing materials, scissors, glue (stick, liquid, & hot), tape (masking and clear), paintbrushes, sponges, eye dropper, yarn, string, muslin, felt, threadcraft foam, mod podge, liquid starch, shaving cream, sequins, wire, brads, magazines, newspapers, paper mache, beads, mosaic tiles, thinset mortar, silkscreen kit, basket making or weaving materials, glitter, wax paper, aluminum foil, coffee filters, sketchbook, etc.</p>
Standards	<p>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and works. Visual Arts Anchor Standard 3: Refine and complete artistic work. Visual Arts Anchor Standard 4: Select, analyze, & interpret artistic work for production & presentation. Visual Arts Anchor Standard 8: Interpret intention & meaning in artistic work. Visual Arts Anchor Standard 9: Apply criteria to evaluate artistic work.</p>
Assessment	<p>Self Evaluation Checklist & Art Rubric</p>

Elective Course Description

Course Name	Exploratory Elective 1
Course Number	TBD
Length of Course	One Semester
Grade Level	9-12
Credit Type	0.5 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	None
Course Summary	In this course students will explore various Technological, Artistic, Physical, and LifeSkill based electives.
Primary Materials	Computers, Kayaks, Lifejackets, Canning Jars, Pressure Cooker, Pots, Serving Spoons, Ovens/Individual Burners, Cameras, Flint/Steel, Needles, Thread, Fabric, Buttons

Standards	<p><i>Digital Literacy Standards:</i> 6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable. 6-12.CT.2 Students find or organize data and use technology to analyze and represent it to solve problems and make decisions. 6-12.CC.1 Students select appropriate platforms and tools to create, share and communicate their work effectively. 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.</p> <p><i>Government and Citizenship Standards:</i> E) A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p> <p><i>Media Arts Standards:</i> MA:CR3b-HSP b. Improve, refine media artworks by intentionally emphasizing particular expressive elements to reflect understanding of purpose, audience, or place.</p> <p><i>High School Physical Activity Standards:</i> A.5. Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).</p> <p><i>Language Arts Standards:</i> Speaking and Listening Standards 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><i>Cultural Standards:</i> C.1 Culturally-knowledgeable students are able to actively participate in various cultural environments. Students who meet this cultural standard are able to: perform subsistence activities in ways that are appropriate to local cultural traditions;</p>
Assessment	End of Unit Test/Project after each unit.

Activities

SEMESTER 1	
Week 1	Technology Unit 1: (Day 1- Internet Safety, Day 2-Email Etiquette, Day 3-Google Drive, Day 4- Create a Poster on Google Slides)

Week 2	Technology Unit 1: (Day 5- Google Sheets, Day 6- Google Docs - with Charts, Day 7-8 Unit Project: Follow the specific guidelines to create a document...)
Week 3	Kayaking Unit: (Day 1- Bookwork, Day 2- Bookwork/Exam, Day 3- Water Training, Day 4- Water Training)
Week 4	Kayaking Unit: (Day 5- Water Training, Day 6- Water Training, Day 7- Water Training, Day 8: Unit Exam)
Week 5	Culinary Unit 1: (Day 1- Basics of Food Preservation (Pickling, Drying, Smoking, Canning, Freezing, Day 2- Pickling Project: Pickling Bull Kelp, Day 3- Canning Project: Jam/Jelly, Day 4-Freezing Project)
Week 6	Culinary Unit 1: (Day 5-Drying Project, Day 6- Day 8-Written Unit Test over Basics of Food Preservation
Week 7	Outdoor Survival Unit 1: (Day 1- Basic Knowledge of surviving, Day 2- Basic First Aid, Day 3- Tying Knots, Day 4- Intro to Building a fire)
Week 8	Outdoor Survival Unit 1: (Day 5- Intro to clean drinking water, Day 6- Intro to Building a Shelter, Day 7/Day 8: Unit Project: Build a Shelter and start a fire in groups)
Week 9	Adulting Unit: (Day 1-2: Managing Money/Credit Cards, Day 3-4: Basic Vehicle Maintenance
Week 10	Adulting Unit: (Day 5-6: Sewing by Hand/Buttons, Day 7: Life Hacks, Day 8: Test over Adulting Unit
Week 11	Simple Machines Unit: (Day 1-4: Components of Machines:Fulcrum, Pulley, Lever/Mechanical Arm, Wheel and Axle, Wedge, Screw, Simple & Complex, etc..)
Week 12	Simple Machines Unit: (5-8: Unit Project: Create a "machine" that uses all the components of Simple Machines)
Week 13	Psychology Unit: (Day 1-2: Cognitive Stages of Development, Day 3-4: Conditioning)
Week 14	Psychology Unit: (Day 5-6: Human Behavior , Day 7-8: Psychology of Color with Unit Project)

Week 15	Photography Unit: (Day 1- Aperture, F-Stop,; Day 2- Shutter Speed, ISO; Day 3-COMposition, Metering; Day 4-Camera Mode)
Week 16	Photography Unit: (Day 1- Focusing, Flash; Day 2- Camera Setting; Day 3&4: Unit Project)

Archery Unit to be added when possible to meet requirements for Archery Program. Either First or Second Semester.

Elective Course Description

Course Name	Exploratory Elective 2
Course Number	TBD
Length of Course	One Semester
Grade Level	9-12
Credit Type	0.5 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	None
Course Summary	In this course students will explore various Technological, Artistic, and LifeSkill based electives.
Primary Materials	3-D Printer, Computers, Cameras, Flint/Steel, Popsicle sticks, glue, Microwave,
Standards	<i>Digital Literacy Standards:</i> 6-12.ID.1 Students engage in a design process and employ it to generate ideas, create innovative products or solve authentic problems. 6-12.ID.3 Students engage in a design process to

	<p>develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement.</p> <p><i>Media Arts Standards:</i> MA:PR5a-HSP a. Demonstrate progression in artistic, design, technical, soft skills, as result of selecting and fulfilling specified roles in the production of a variety of media artworks.</p> <p><i>High School Physical Activity Standards:</i> A.5. Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).</p> <p><i>Language Arts Standards:</i> Writing Standards 3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><i>Cultural Standards:</i> E.2 Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them. Students who meet this cultural standard are able to understand the ecology and geography of the bioregion they inhabit;</p>
Assessment	End of Unit Test/Project after each unit.

Activities	
SEMESTER 2	
Week 1	Technology Unit 2: (Day 1- Intro to 3-D printing, Day 2-4- Intro to Designing a 3-D print that has at least 1 moving part)
Week 2	Technology Unit 2: (Day 5-8: Unit Project-Design a Moving project)

Week 3	Culinary Unit 2: (Day 1- Food Safety/Contamination, Day 2- Following a recipe, Day 3&4 - Microwave Cooking 101)
Week 4	Culinary Unit 2: (Day 5-6- Grades of Meat/Dairy- How they are prepared, Day 7&8- Camp Cooking 101)
Week 5	Industrial Design Unit: (Day 1-2-Basic of Bridge Designing/Support, Day 3-4:
Week 6	Industrial Design Unit: (Day 5-6: Basics of Boat Design Day 7-8: Designing for Buoyancy)
Week 7	Psychology Unit: (Day 1-2- Parts of the Brain, 3-4-Examine Case Studies)
Week 8	Psychology Unit:(Day 5- Codes, Day 6- Cryptogram, Day 7- Logic Puzzles/Deduction, Day 8- Ciphers)
Week 9	Gardening Unit 2:(Work with Greenhouse Staff to help with Planting etc...)
Week 10	Gardening: Unit 2: (Plant things in the Raised beds by DO)
Week 11	Videography Unit: (Day 1-2: Seven Basic Elements of Video Production, Day 3-4 Writing a Script)
Week 12	Videography Unit: (Day 5-8 Project: Create a video)
Week 13	Culinary Unit 3: (Day 1-4 Designing and Menu and Table Manners)
Week 14	Culinary Unit 3: (Day 5 Presentation, Day 6-8 Unit Project: Design, Create, and Set up a Dinner)
Week 15	Outdoor Survival Unit 2: (Day 1- Edible/Poisonous Plants, Day 2-4- Classification of Dichotomous keys,

Week 16

Outdoor Survival Unit 2: (Day 5-6- Edible Fish/Animal, Classifications, Day 7-8: Navigating with a map and Compass)

Elective Course Description

Course Name	Fur Mitten Making, Fur Hat Making, Fur Pillow Making
Course Number	
Length of Course	Semester
Grade Level	5-8 / 9-12 limit 10 students
Credit Type	1/2
Grading Scale	Letter Grade
Course Prerequisite	none
Course Summary	Students will successfully cut out and sew together the fur and fabric to complete their mittens.
Primary Materials	Beaver pelts/fur quilting fabric fur needles leather Exacto knives thread/dental floss scissors Yarn or rope sewing needles
Standards	
Assessment	Students will complete their mittens

Activities

	Activities
Weekend 1 Mittens	Pick a pelt and quilting fabric. Trace pattern onto fur and fabric. Begin cutting out the traced pattern using an exacto knife on the fur and scissors for the fabric. Start sewing pieces together, using the fur needle on the fur and leather pieces and a regular sewing needle on the fabric pieces.
Weekend 2 Mittens	Continue sewing pieces together. Braid yarn to the length from one mitten along your arm, around your shoulders and down the other arm to the other mitten or measure and cut rope/cord to the appropriate length. Sew the braided yarn or rope/cord to the inside of the top piece of fur. Sew the inside of the mitten to the outside of the mitten. Begin sewing the fur cuff onto the outside of the mitten.
Weekend 3 Mittens Hat	Finish sewing cuff onto the outside of the mitten. Pick a pelt and quilting fabric. Trace pattern onto fur and fabric. Begin cutting out the traced pattern using an exacto knife on the fur and scissors for the fabric.

<p>Weekend 4 Hat</p>	<p>Start sewing pieces together, using the fur needle on the fur and leather pieces and a regular sewing needle on the fabric pieces. Continue sewing pieces together. Braid yarn to a length that allows you to tie them under your chin comfortably or measure and cut rope/cord to the appropriate length.</p>
<p>Weekend 5 Hat Pillow</p>	<p>Sew the braided yarn or rope/cord to the inside of the bottom piece of fur. Sew the inside of the hat to the outside of the hat. Begin sewing a small piece of fur into a tassel , then sew the tassel onto the bottom of the braid. Pick a pelt and quilting fabric. Trace pattern onto fur and fabric. Begin cutting out the traced pattern using an exacto knife on the fur and scissors for the fabric. Start sewing pieces together, using the fur needle on the fur and leather pieces and a regular sewing needle on the fabric pieces. Turn pillow inside out, stuff in pillow stuffing, sew closed.</p>

Course Description –Scuba Certification – Scuba-online & classroom

Course Number	Scuba Certification or Open Water Diver
Length of Course	1 Semester
Grade Level	9-12
Credit Type	0.5 credit Per Semester
Grading Scale	Pass/Incomplete Pass= Padi Certification Incomplete=unable to complete confined/open water dives at time due to medical emergency or other factors
Course Prerequisite	Passing of a swim test to include 200 meter unassisted swim and ten minute water tread/float with contracted Scuba Teacher. -Scuba medical physical
Course Summary	This course outlines the activities needed to become certified as an Open Water Diver through PADI, the world's leading scuba diver training organization. This course will be a combination of online learning through PADI.com and classroom meetings. One classroom will be the pool/ocean another format of classroom will be face-to-face or distance meetings.

Text and Supplementary Materials	Padi.com Padi textbooks and videos Extra videos *Activities in blue are done in pool/classroom with teacher of this class
Assessment	Classroom quizzes Embedded PADI online quizzes and exams Confined and Open Water Dives

Section or Lesson	(Name)	Standards
Introduction to course, resources	<p>Scheduled Swim test for scuba hopefuls</p> <p>Scheduled calendar of local pool swimming activities</p> <p>**Schedule of tentative Ketchikan scuba instructions with Wind & Water Charters & Scuba</p> <p>Discussion of grading and workload assignments</p> <p>How to use PADI elearning site and resources</p> <ol style="list-style-type: none"> 1.What is the best way to navigate through the program? 2.What should you expect when you come across an interactive component or video? 3.How do you complete Exercises, Knowledge Reviews, Quizzes and the Final Exam? 4.What should you do if your page doesn't appear to load right? <p>Introduction to the Padi Open Water Diver Course</p> <ul style="list-style-type: none"> • Training and Certification as a PADI Open Water Diver • Getting the Most Out of the PADI Open Water Diver Course • Getting the Most Out of Being a Diver 	

	<ul style="list-style-type: none"> • A World of Diving <p>Local Pool Sessions included</p>	
Section 1	<p>Being a Diver I</p> <ul style="list-style-type: none"> • Introduction • Water Pressure and Air Volume Effects • The Effects of Increasing Pressure on Body Air Spaces • The Effects of Decreasing Pressure on Body Air Spaces • Breathing Underwater • Buoyancy and Controlling Buoyancy • The Buddy System 	
	<p>Equipment I</p> <ul style="list-style-type: none"> • Introduction • Choosing and Caring for Scuba Equipment • Dive Masks • Snorkels • Fins • Scuba Kit • BCD Buoyancy Control Device • Regulators • Cylinders • Weight Systems <p>Equipment Quiz and Scuba Kit Set Up</p> <p>Your Skills as A Diver I</p> <ul style="list-style-type: none"> • Introduction • How to Defog Your Mask 	

- Setting Up Your Scuba Kit
- Gearing Up With Your Buddy(ies)
- Inflating and Deflating Your BCD
- Breathing Underwater
- Hand Signals
- Regulator Clearing
- Regulator Recovery
- Clearing Water Out of Your Mask
- Managing Your Air Supply
- Descending and Equalizing
- Swimming Underwater
- Alternate Air Source (AAS) Use
- Ascents and Returning to the Surface
- Emergency Weight Drop
- BCD Oral Inflation at the Surface
- Exiting the Water
- After the Dive
- Confined Water Dive One

Hand Signal Quiz

Pool session: proper swim with fins, fill/clear mask, (weight belt removal/replacement)

PADi: Knowledge Review and Quiz one embedded online

Section 2

Being a Diver II

- Introduction
- Seeing and Hearing as a Diver
- Swimming and Moving
- Staying Warm
- Breathing Effectively Underwater

- The Buddy System (continued)
- Managing Your Air Supply as a Buddy Team
- Swimming at the Surface
- Descents In Open Water
- Ascents in Open Water

Equipment II

- Introduction
- Exposure Suits I
- Cutting Tools
- Dive Gear Bags
- Dive Instruments

Your Skills as a Diver II

- Introduction
- Deep Water Entry – Giant Stride
- Weight Check and Proper Weighting
- Dealing with a Loose Cylinder Band
- Snorkel Clearing
- Snorkel/Regulator Exchange
- Neutral Buoyancy
- Mask Removal and Replacement, and No-Mask Breathing
- Disconnecting Your Low-Pressure Inflator
- Air (Gas) Depletion Exercise
- Air Awareness and Managing Your Air Supply
- Deep Water Exit – Ladder Exit
- Confined Water Dive Two

Pool Session: Snorkel Swimming (clearing, diving, fin swim, cramp release, mask removal & replacement)

PADi: Knowledge Review Two and Quiz Two embedded online

Section 3

Being a Diver III

- Introduction
- Dive Environments and Conditions
- Assessing Conditions
- Diving Within Your Limits
- Aquatic Life
- Diving from Shore
- Shore Diving Through Mild Surf
- Diving from Boats – Preparation
- Diving from Boats – Procedures
- Dive Planning

Problem Management

- Introduction
- Prevention
- Surface Problem Management – Responsive Diver
- Surface Problem Management – Unresponsive Diver
- Underwater Problem Management
- First Responder Care for Diving-Related Emergencies

Classroom: General First Aid and CPR knowledge building activities

Equipment III

- Introduction
- Surface Signaling Devices
- Dive Floats and Flags

Your Skills as a Diver III

- Introduction
- Deep Water Entry – Seated Back Roll
- Remove and Replace Weights at the Surface
- Cramp Release
- Neutral Buoyancy – Hovering
- Fine-Tuning Your Trim

- Air Depletion/Alternate Air Source Combined Exercise
- Controlled Emergency Swimming Ascent
- Confined Water Dive Three
- Open Water Dive One
- Open Water Dive Two

PADI Knowledge Review Three and Quiz Three

Section 4

Equipment IV

- Introduction
- Mesh Utility Bag
- Slates and Wet Books
- Dive Lights
- Log Books and eLogs
- Dive Planning Software
- Spare Parts Kit

Being a Diver IV

- Introduction
- Your Health and Fitness
- Staying Current and Active as a Diver
- The Air You Breathe
- Oxygen Issues
- Contaminated Air
- Decompression Sickness

Using Dive Computers and Tables

- Introduction
- How Dive Computers and Tables Work
- No Stop Diving
- Repetitive Diving
- Planning Dives with Your Computer

- Diving with Your Computer

The Underwater World's Ambassador

- Introduction
- Your Role as a Diver

Your Skills as Diver IV

- Introduction
- Deep Water Entry – Put on Scuba Kit at the Surface, Controlled Seated Entry
- Helping a Tired Buddy
- Neutral Buoyancy – Visual Reference Descents, Swimming and Ascents Near Sensitive Environments
- No Mask Swim
- Freeflow Regulator Breathing
- BCD Oral Inflation Underwater
- Skin Diving Skills
- Exit – Remove Scuba Kit in the Water
- Confined Water Dive Four

PADi Knowledge Review Four and Quiz four

Classroom: Dive Table Exercises, scuba kit assembly, parts quiz

Section 5

Using Dive Computers and Tables II

- Introduction
- Planning a Minimum Surface Interval
- Flying After Diving and Altitude Diving
- Cold and/or Strenuous Dives
- Emergency Decompression Stops
- First Aid and Treatment for Decompression Illness

	<p>Being a Diver V</p> <ul style="list-style-type: none"> • Introduction • Gas Narcosis • Finding Your Way • Continuing Your Adventure <p>Your Skills as a Diver V</p> <ul style="list-style-type: none"> • Introduction • Remove and Replace the Scuba Kit Underwater • Remove and Replace Weight System Underwater • Descents and Ascents Without Reference • Minidive • Confined Water Dive Five • Open Water Dive Three • Open Water Dive Four <p>PADi: Knowledge Review Five</p> <p>Open Water Diver Exam</p> <p>RDP Table and eRDPML Quiz</p>	
<p>Travel and Hotel</p>	<p>IFA- Ferry seat Travel Vehicle travel Food/entertainment</p>	
<p>Confined Water Dives</p>	<p>Ketchikan Pool Full Scuba gear Appropriate Swim attire: swim shirts, shorts, wetsuit if often cold, masks, fins, hoods, gloves, tanks, BCD, regulator, weights, Swim test #2</p>	

Open Water Diver	Ketchikan Open Water (ocean) locations Full scuba gear Dry Suit (Training required and embedded into confined water dives)	

Elective Course Description

Course Name	Yearbook 2/3 Elective
Course Number	TBD
Length of Course	One Semester
Grade Level	9-12
Credit Type	0.5 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	Yearbook 1
	<p>Yearbook 2/3: This is for students that hope to take a greater leadership role on the yearbook (editor or editor-in-chief). Along with meeting the expectations of Yearbook 1 students, Yearbook 2/3 students will have further responsibilities.</p> <p>Editors will take a larger role in theme selection, page layout and creation, decision-making, and developing teamwork amongst their fellow students. In addition, students will develop more effective camera skills, advanced writing and editing techniques, and take a greater role in sales decisions and marketing.</p>
Primary Materials	Camera, Google Drive, Yearbook Software

<p>Standards</p>	<ul style="list-style-type: none"> ● To research award winning magazines, newspapers, and yearbooks as a guideline for creating a publication. ● To learn about censorship, copyright, libel, trademark, and fair use. ● To complete writing exercises including feature stories, opinion articles, polls / reviews, sports stories, etc. ● To develop strong research and note taking skills as they learn to become reporters. ● To strengthen their computer skills as they use various programs to create publication. ● To research the historic role of graphic design and photography in publication. ● To work together to design a theme for the yearbook. ● To design a cover and page layouts to visually support the theme. ● To learn about color theory and typography and understand the importance of both in marketing & mass communication. ● To learn to become a photojournalist. Students will learn the finer points of photography and writing as they capture captivating and narrative photos rather than mere candid photos. ● To take on various professional-type roles in production. ● To produce a 144-page yearbook in full color by the end of March. ● May learn about advertising, business strategies in marketing, budgeting, fundraising, and selling the yearbook. ● To identify the use of different literary elements and their overall effect on the story. ● To meet deadlines, learn how to multitask and prioritize, and produce a finished, edited product quickly.
<p>Assessment</p>	<p>Weekly grades are based on the following rubric:</p> <p>Cooperatively follow directions Stay on task with minimal supervision Thoroughly complete each assignment Exhibit a professional, mature persona Effectively utilize free time (does homework) Punctuality in meeting deadlines. Effort & participation - commitment to producing the best product possible is clear.</p>

Grades will also be included for any assignments, quizzes, tests, or projects assigned.



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: January 18, 2023 – Regular Board of Education Meeting

Category: Business Item

Subject: FY 2023 Budget Revision

RECOMMENDATION

It is the administration's recommendation that the School Board approve the revision to the FY 2023 general fund, pupil transportation fund, and employee housing fund budgets.

PERTINENT FACTS:

This revision was reviewed in the work session before the meeting. The cover sheet for the revised budget provides additional information and includes a summary of the revisions.

RECOMMENDED MOTION:

Approve the revision to the FY 2023 general fund, pupil transportation fund, and employee housing fund budgets.



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1218 A Shoreline Drive 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: January 9, 2023

SUBJECT: FY 2023 BUDGET REVISION

PURPOSE:

A budget is a spending plan that is based on what is financially known at a given point in time. The revised FY2023 budget has been adjusted to reflect the salary and benefits for employees hired for this school year, staffing turnover, adjustment that have been made in the year, and updated expense information we had once all grants have been awarded.

Information about the general fund budget recommendations is described below with detailed information included in the attached FY2023 budget revision spreadsheet for the general fund, food service fund, pupil transportation, and the employee housing fund. This will be the only FY2023 budget revision required this year.

PERTINENT INFORMATION – GENERAL FUND:

REVENUE BUDGET

The October 2022 OASIS enrollment resulted in 10 students more overall in the District and one additional Intensive student than projected. However, SISD is in year three of their hold harmless, so will be receiving a decrease of \$235,605 in state revenue per the foundation funding formula. The PERS/TRS on-behalf revenue amount equals the total of these accounts included in the expenditure budget. The PERS/TRS on-behalf represent the State's contribution toward SISD retirement costs which is awarded annually through the legislative process.

EXPENDITURE BUDGET

SALARY AND BENEFITS: Salary and benefit accounts have been reviewed and updated to reflect the costs for employees hired this year, staff turnover, as well as any grant funding we have received that will offset employee’s salaries & benefits.

FY2023 GENERAL FUND BUDGET REVISION RECAP

General Fund Revenue Budget

Approved FY2023 Budget	<u>\$ 7,006,083</u>
Net decrease in State Revenue	- 235,605
PERS/TRS on-behalf net adjustment	14,534
Net increase in Pupil Transportation	8,369
Net increase in Employee Housing	<u>10,000</u>
Revenue Budget decrease	<u>-202,702</u>
Revised FY2023 Revenue Budget	<u>\$ 6,803,381</u>

General Fund Expenditure Budget

Approved FY2023 Budget	<u>\$ 7,005,927</u>
Decrease Salary & Benefits Accounts (Incl PERS/TRS)	-143,057
Decrease Communications	-144,458
Increase Other Purchased Services	-6,250
Decrease Insurance (Property & Liability)	-14,053
Decrease Textbook, Library Books, Supplies	-17,553
Decrease Other Expenses	-14,386
Expenditure Budget decrease	<u>-339,757</u>
Revised FY2023 Expenditure Budget	<u>\$ 6,666,170</u>
<i>Difference</i>	<i>137,211</i>

PERTINENT INFORMATION – PUPIL TRANSPORTATION FUND:

Even with a small decrease in enrollment with the increase in the CPI, our pupil transportation grant (which is calculated based on adjustment enrollment) will increase its revenue by \$8,369.

EMPLOYEE HOUSING FUND:

Based on current revenues continuing thru the year, we will have a small increase in housing revenues by year end.

RECOMMENDATION:

The administration recommends the Board of Education approve the revision to the FY2023 general fund, Pupil transportation and Employee Housing fund. The recommended revenue and expenditures budgets are as follows:

	Original	Revised	
	Revenue Budget	Revenue Budget	Difference
General Fund	\$ 6,586,083	\$ 6,365,012	-\$ 221,071
Pupil Transportation	\$ 168,000	\$ 176,369	\$ 8,369
Food Service Fund	\$ 118,500	\$ 118,500	\$ 0
Employee Housing Fund	\$ 100,000	\$ 110,000	\$ 10,000

Revenue Budget				
FY 2023 REVISED BUDGET				
		2023	2023	
		FINAL	Revised	Change
	Enrollment	<u>128.95+35+9</u>	<u>138.23+13.65+10</u>	<u>+10/-21/+1</u>
FUND 100:	School Operating			
	State Foundation	\$ 4,508,192	\$ 4,272,587	\$ (235,605)
	Other State Revenue	175,445	175,445	-
	PERS On behalf (057)	2,286	21,622	19,336
	TRS On behalf (056)	183,689	178,887	(4,802)
	Timber Receipts	280,000	280,000	-
	E-Rate - Federal	1,411,471	1,411,471	0
	Other Revenue*	25,000	25,000	-
	FUND TOTAL	\$ 6,586,083	\$ 6,365,012	\$ (221,071)
FUND 205:	Student Transportation			
	Student Transportation (St	<u>168,000</u>	<u>176,369</u>	<u>8,369</u>
	FUND TOTAL	\$ 168,000	\$ 176,369	\$ 8,369
FUND 255:	Food Service			
	School Lunch Revenue	2,000	2,000	-
	Food Service (State)	<u>150,000</u>	<u>150,000</u>	<u>-</u>
		\$ 152,000	\$ 152,000	\$ -
FUND 375:	Employee Housing			
	Local Revenues	100,000	110,000	<u>10,000</u>
	FUND TOTAL	\$ 100,000	\$ 110,000	10,000
	Fund Balance Transfer	<u>-</u>	<u>-</u>	<u>-</u>
	FUND TOTAL	\$ -	\$ -	\$ -
	TOTAL REVENUE	<u>\$ 7,006,083</u>	<u>\$ 6,803,381</u>	<u>\$ (202,702)</u>

Please do not hesitate to ask questions. Thank you.



Southeast Island School District
Thorne Bay, Alaska

FY 2023 REVISED BUDGET
January 18, 2023

Sherry Becker, Superintendent
Shannon Silverthorn, Board President
Sandy Curtis, Board Clerk
Risa Carlson, Board Member
William Tyrell, Board Member
Molly Kimzey, Board Member

SOUTHEAST ISLAND SCHOOL DISTRICT

Revenue Budget

FY 2023 REVISED BUDGET

	2023 FINAL	2023 Revised	Change
FUND 100: School Operating	<u>128.95+35+9</u>	<u>138.23+13.65+10</u>	<u>+10/-21/+1</u>
Enrollment			
State Foundation	\$ 4,508,192	\$ 4,272,587	\$ (235,605)
Other State Revenue	175,445	175,445	-
PERS On behalf (057)	2,286	21,622	19,336
TRS On behalf (056)	183,689	178,887	(4,802)
Timber Receipts	280,000	280,000	-
E-Rate - Federal	1,411,471	1,411,471	0
Other Revenue*	25,000	25,000	-
FUND TOTAL	\$ 6,586,083	\$ 6,365,012	\$ (221,071)
FUND 205: Student Transportation			
Student Transportation (St	<u>168,000</u>	<u>176,369</u>	<u>8,369</u>
FUND TOTAL	\$ 168,000	\$ 176,369	\$ 8,369
FUND 255: Food Service			
School Lunch Revenue	2,000	2,000	-
Food Service (State)	<u>150,000</u>	<u>150,000</u>	<u>-</u>
	\$ 152,000	\$ 152,000	\$ -
FUND 375: Employee Housing			
Local Revenues	<u>100,000</u>	<u>110,000</u>	<u>10,000</u>
FUND TOTAL	\$ 100,000	\$ 110,000	10,000
Fund Balance Transfer	<u>-</u>	<u>-</u>	<u>-</u>
FUND TOTAL	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 7,006,083	\$ 6,803,381	\$ (202,702)

SOUTHEAST ISLAND SCHOOL DISTRICT

Expenditure Summary by Department

FY 2023 Revised Budget

<u>Loc/Function</u>	<u>Department</u>	<u>FY 2023 FINAL</u> <u>BUDGET</u>	<u>FY 2023 Revised</u> <u>Budget</u>	<u>Change</u>
649 100	Regular Instruction	\$ 75,765	\$ 34,625	(41,140)
649 140	Correspondence Instruction	196,952	167,762	(29,190)
649 160	Vocational Instruction	-	38,892	38,892
649 220	Special Education Support Services	80,979	65,167	(15,812)
649 300	Support Services - Students - Guidar	49,763	27,855	(21,908)
649 350	Support Services Instruction	-	-	-
649 352	Support Services Instruction-Library	-	495	495
649 353	Technology	1,616,756	1,434,121	(182,635)
649 354	Inservice	6,700	6,700	-
649 400	School Administration	4,564	4,564	-
649 400	School Administration Support	26,901	27,775	874
649 511	Board of Education	98,509	98,509	(0)
649 512	Office of Superintendent	314,559	314,559	(0)
649 550	District Admin Support Services	260,747	242,903	(17,844)
649 600	DW Operations & Maintenance	791,575	751,553	(40,022)
649 600	DW Employee Housing	50,000	50,000	-
649 700	DW Student Activities	55,317	83,875	28,558
649 760	DW Pupil Transportation	101,916	100,569	(1,347)
649 790	DW Food Services	187,500	202,480	14,980
649 900	DW Transfers	52,500	52,500	-
621	Howard Valentine	281,500	292,340	10,840
624	Kasaan	289,600	240,844	(48,756)
625	Naukati	393,077	393,904	827
628	Thorne Bay	1,049,134	1,037,605	(11,529)
667	Hollis	442,135	464,974	22,839
669	Port Alexander	214,907	176,539	(38,368)
680	Hyder	-	-	-
682	Whale Pass	364,571	355,060	(9,511)
Totals		<u>\$ 7,005,927</u>	<u>\$ 6,666,170</u>	<u>\$ (339,757)</u>

SOUTHEAST ISLAND SCHOOL DISTRICT

Expenditure Summary by Function

FY 2023 REVISED BUDGET				
Function	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	Increase (Decrease)	Percent of FY 2023 Total
Instruction				
100 Regular Instruction	\$ 1,632,745	\$ 1,538,909	\$ (93,836)	23.09%
140 Correspondence Instruction	196,952	167,762	(29,190)	2.52%
160 Vocational Education	20,625	50,292	29,667	0.75%
200 Special Education Instruction	504,823	501,555	(3,268)	7.52%
220 Special Education Support Services	80,979	65,167	(15,812)	0.98%
300 Support Services - Students - Guidance	49,763	27,855	(21,908)	0.42%
350 Support Services - Instruction	-	495	495	0.01%
353 Technology	1,616,756	1,434,121	(182,635)	21.51%
354 Inservice	6,700	6,700	-	0.10%
400 School Administration	96,591	88,188	(8,403)	1.32%
Sub Total Instruction	\$ 4,205,934	\$ 3,881,044	\$ (324,890)	58.22%
Administration				
450 School Administration Support	56,427	58,176	1,749	0.87%
550 District Administration	260,747	242,903	(17,844)	3.64%
511 School Board	98,509	98,509	(0)	1.48%
512 Office of Superintendent	314,559	314,559	(0)	4.72%
600 Maintenance & Operations	1,370,325	1,334,277	(36,048)	20.02%
600 Teacher Housing	50,000	50,000	-	0.75%
700 Pupil & Athletic Activities	128,215	156,774	28,559	2.35%
Sub Total Admin/M&O	\$ 2,278,782	\$ 2,255,198	\$ (23,584)	33.83%
760 Pupil Transportation	183,677	179,202	(4,475)	2.69%
790 Food Services	285,034	298,227	13,193	4.47%
900 Fund Transfers	52,500	52,500	-	0.79%
Sub Total Transfers, Pupil Trans & Food Svcs	\$ 521,211	\$ 529,928	\$ 8,717	7.95%
TOTAL ALL EXPENSES	\$ 7,005,927	\$ 6,666,170	\$ (339,757)	100.00%



District Wide

FY 2023 REVISED BUDGET

Location 649

		FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	<u>Change</u>
Fund 100: School Operating				
<u>Location</u>	<u>649</u>	<u>District-Wide</u>		
Function	100	Regular Instruction	\$ 75,765	\$ 34,625 (41,140)
Function	140	Correspondence Instruction	196,952	167,762 (29,190)
Function	160	Vocational Instruction	0	38,892 38,892
Function	220	Special Education Support Svcs	80,979	65,167 (15,812)
Function	300	Support Svcs - Students-Guidance	49,763	27,855 (21,908)
Function	350	Support Svcs-Instruction	0	0 0
Function	352	Support Svcs-Instruction - Library	0	495 495
Function	353	Technology	1,616,756	1,434,121 (182,635)
Function	354	Inservice	6,700	6,700 0
Function	400	School Administration	4,564	4,564 0
Function	450	School Administration Support	26,901	27,775 874
Function	511	Board of Education	98,509	98,509 (0)
Function	512	Office of Superintendent	314,559	314,559 (0)
Function	550	District Admin Support Svcs	260,747	242,903 (17,844)
Function	600	Operations & Maintenance	791,575	751,553 (40,022)
Function	700	Student Activities	55,317	83,875 28,558
Function	900	Transfers	52,500	52,500 0
		Fund Total	<u>\$ 3,631,587</u>	<u>\$ 3,351,855</u> <u>(279,732)</u>
		Fund 205: Student Transportation	<u>\$ 101,916</u>	<u>\$ 100,569</u> <u>(1,347)</u>
		Fund 255: Food Service Fund	<u>\$ 187,500</u>	<u>\$ 202,480</u> <u>14,980</u>
		Fund 375: Employee Housing	<u>\$ 50,000</u>	<u>\$ 50,000</u> <u>0</u>
		TOTAL	<u>\$ 3,971,003</u>	<u>\$ 3,704,904</u> <u>(266,099)</u>

Southeast Island School District

FY 2023 REVISED BUDGET

District Wide Location 649

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Account Code</u>	<u>Description</u>	<u>Comments</u>		
<u>Regular Instruction</u>				
100.649.100..	314	Cert-Director/Coor/Mgr	\$ -	\$ -
100.649.100..	315	Cert-Teacher ESSER III Funded	20,640	-
100.649.100..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	-	-
100.649.100..	365	TRS On Behalf	-	-
100.649.100..	369	Other Employee Benefits (Tuition Reimb. Per CBA)	22,000	-
100.649.100..	450	Supplies/Material/Media	1,875	1,875
100.649.100..	471	Textbooks DW Textbook/Consumable Purchases - Governor's Performance Classes	<u>31,250</u>	<u>32,750</u>
Total	100	Regular Instruction	<u>75,765</u>	<u>34,625</u>
<u>Correspondence Instruction</u>				
100.649.140..	315	Cert-Teacher 1.25 FTE	71,559	73,862
100.649.140..	316	Extra Duty	10,000	10,000
100.649.140..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	47,357	47,786
100.649.140..	365	TRS On Behalf	9,836	10,114
100.649.140..	410	Professional & Technical Services Virtually Connected	700	700
100.649.140..	450	Supplies/Material/Media (13.65 Students X \$2,300K)	57,500	25,300
100.649.140..	471	Textbooks	<u>-</u>	<u>-</u>
Total	140	Correspondence Instruction	<u>196,952</u>	<u>167,762</u>
<u>Vocational Instruction</u>				
100.649.160..	321	Non-Cert Manager	-	17,291
100.649.160..	329	Substitutes/Temporary	-	-
100.649.160..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	-	21,119
100.649.160..	366	PERS On Behalf 110	-	482

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Account Code	Description	Comments		
100.649.160..	450	Supplies/Material/Media	-	-
Total	160	Vocational Instruction	-	38,892
<u>Special Education Instruction Support Services</u>				
100.649.220..	314	Cert-Director/Coor/Mgr .10 FTE	25,875	11,350
100.649.220..	324	Non-Cert - Support Staff	-	-
100.649.220..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	12,924	13,389
100.649.220..	365	TRS On Behalf	3,121	1,369
100.649.220..	366	PERS On Behalf	-	-
100.649.220..	410	Professional & Technical LRP + Other Pro Svcs	20,859	20,859
100.649.220..	420	Staff Travel	6,250	6,250
100.649.220..	450	Supplies/Materials/Media PowerSchool	11,950	11,950
Total	220	Special Education Instruction Support Svcs	80,979	65,167
<u>Support Services-Students - Guidance</u>				
100.649.300..	314	Cert-Director/Coor/Mgr .10 FTE Testing	31,050	11,350
100.649.300..	318	Certificated Salary - Specialist	-	-
100.649.300..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	14,968	15,136
100.649.300..	365	TRS On Behalf	3,745	1,369
Total	300	Support Services - Students - Guidance	49,763	27,855

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Account Code	Description	Comments		
<u>Support Services-DW Library</u>				
100.649.352..	440	Other Purchased Services	-	-
100.649.352..	450	Supplies/Material/Media	-	-
100.649.352..	490	Dues and Fees	Battle of the Books	495
	Total	352 Support Services - DW Library	-	495
<u>Technology</u>				
100.649.353..	321	Non-Cert Director/Coor/Mgr	.33 FTE	69,630
100.649.353..	324	Non-Cert Support Staff	1.0 FTE	12,822
100.649.353..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		39,141
100.649.353..	366	PERS On Behalf		2,300
100.649.353..	410	Professional & Technical Servic	(Contractor; E-rate Sub)	10,000
100.649.353..	420	Staff Travel		750
100.649.353..	433	Communications	Internet, WIFI	1,434,613
100.649.353..	440	Other Purchased Services	(Annual Rolling Stock - Computers, GCI VPN)	5,000
100.649.353..	475	Tech Supplies/Material/Media	(Software annual licenses)	42,500
100.649.353..	491	Dues & Fees	Other Tech Dues & Fees	-
	Total	353 Technology	1,616,756	1,434,121
<u>Inservice</u>				
100.649.354..	410	Professional & Technical Services		2,500
100.649.354..	420	Staff Travel		500
100.649.354..	450	Supplies/Material/Media		3,700
	Total	354 Inservice	6,700	6,700
<u>School Administration</u>				
100.649.400..	313	Cert - Principal		-
100.649.400..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-
100.649.400..	365	TRS On Behalf		-

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Account Code	Description	Comments		
100.649.400..	420 Staff Travel	(Site to site travel)	3,000	3,000
100.649.400..	433 Communications		-	-
100.649.400..	450 Supplies, Materials & Media		950	950
100.649.400..	491 Dues & Fees	(ACSA)	614	614
Total	400 School Administration		4,564	4,564
<u>School Administration Support</u>				
100.649.450..	324 NonCert-Support Staff	.5 FTE	19,632	20,270
100.649.450..	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		6,722	6,940
100.649.450..	366 PERS On Behalf		547	566
100.649.450..	450 Supplies, Materials & Media		-	-
Total	450 School Administration Support		26,901	27,775
<u>Board of Education</u>				
100.649.511..	324 NonCert-Support Staff	.5 FTE	47,503	47,503
100.649.511..	329 Substitutes/Temporaries (Board Stipends)		5,000	5,000
100.649.511..	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		24,356	24,356
100.649.511..	366 PERS On Behalf		1,325	1,325
100.649.511..	410 Professional & Technical Services	Board Policy	3,000	3,000
100.649.511..	420 Staff Travel		3,125	3,125
100.649.511..	425 Student Travel		1,250	1,250
100.649.511..	433 Communications		200	200
100.649.511..	440 Other Purchased Services		-	-
100.649.511..	450 Supplies/Material/Media		2,250	2,250
100.649.511..	486 Bruce Hill Scholarship *		2,000	2,000
100.649.511..	491 Dues & Fees	(AASB Annual Dues & Board E	8,500	8,500
Total	511 Board of Education		98,509	98,509

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	
Account Code	Description	Comments			
Office of Superintendent					
100.649.512..	311	Cert-Superintendent	1.0 FTE	135,000	135,000
100.649.512..	324	NonCert-Support Staff	.5 FTE	47,503	47,503
100.649.512..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		74,125	74,125
100.649.512..	365	TRS On Behalf		16,281	16,281
100.649.512..	366	PERS On Behalf		1,325	1,325
100.649.512..	410	Professional & Technical Services		15,000	15,000
100.649.512..	414	Legal Fees		10,000	10,000
100.649.512..	420	Staff Travel		2,500	2,500
100.649.512..	433	Communications		1,200	1,200
100.649.512..	450	Supplies/Material/Media		4,200	4,200
100.649.512..	458	Gasoline/Diesel/Oil	Vehicle Fuel	5,825	5,825
100.649.512..	491	Dues & Fees		<u>1,600</u>	<u>1,600</u>
Total	511	Office of Superintendent		<u>314,559</u>	<u>314,559</u>
District Admin Support Service					
100.649.550..	324	NonCert-Support Staff	2.27 FTE	102,346	98,587
100.649.550..	329	Substitute/Temporary		2,500	2,500
100.649.550..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		78,393	75,465
100.649.550..	366	PERS On Behalf		2,855	2,751
100.649.550..	410	Professional & Technical Service (Business Contract, Audit)		120,000	120,000
100.649.550..	420	Staff Travel		2,500	2,500
100.649.550..	433	Communications (DO Telephone, Postage)		5,500	5,500
100.649.550..	441	Rentals	Meter Rental ; background cks	4,000	4,000
100.649.550..	445	Insurance - Liability (General Liability, Crime, E&O, Excess, etc.)		64,000	52,947
100.649.550..	450	Supplies/Material/Media		3,500	3,500
100.649.550..	475	Tech Supplies/Material/Media (PowerSchool HR)		3,500	3,500
100.649.550..	491	Dues & Fees	Blk Mountain software annual maint; Bank Fees; SHRM	19,500	19,500
100.649.550..	495	Indirect Recovery	Indirect Recovery of Admin Expense for Grants - FY 23 5.78%	<u>(147,847)</u>	<u>(147,847)</u>
Total	550	District Admin Support Service		<u>260,747</u>	<u>242,903</u>
Operations & Maintenance					
100.649.600..	321	Non Cert Director/Coord/Mgr	(1.0 FTE - 20% CIP Funded)	55,144	34,465

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Account Code	Description	Comments		
100.649.600..	325 NonCert-Maint/Custodial	2.75 FTE	104,114	102,430
100.649.600..	324 NonCert-Support Staff	.30 FTE	19,066	18,113
100.649.600..	329 Substitutes/Temporaries		60,000	54,000
100.649.600..	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		111,311	103,654
100.649.600..	366 PERS On Behalf		2,905	2,858
100.649.600..	410 Professional & Technical Services	Maint Mgmt Sys	7,000	7,000
100.649.600..	420 Staff Travel		7,500	7,500
100.649.600..	431 Water & Sewage		4,000	4,000
100.649.600..	432 Garbage		4,800	4,800
100.649.600..	433 Communications		3,000	3,000
100.649.600..	435 Other Energy		2,500	2,500
100.649.600..	436 Electricity		10,938	10,938
100.649.600..	437 Natural/Bottled Gas		200	200
100.649.600..	438 Gas, Diesel, Oil		8,500	8,500
100.649.600..	440 Other Purchased Services	Fire sys inspection, gvm flr: SERRC CIP:	81,147	81,146
100.649.600..	445 Insurance & Bond Premiums	Property & Auto	209,500	206,500
100.649.600..	452 Maintenance Supplies (Incl closed sites - EB, PP, HY)		70,000	70,000
100.649.600..	458 Vehicle Gas, Diesel, Oil		18,750	18,750
100.649.600..	490 Other Expense (Due & Fees)		1,200	1,200
100.649.600..	510 Equipment		<u>10,000</u>	<u>10,000</u>
Total	600 Operations & Maintenance		<u>791,575</u>	<u>751,553</u>
Student Activities				
100.649.700..	316 Cert-Extra Duty	AD/Coaching Stipends	8,600	30,900
100.649.700..	327 NonCert-Bus Drivers		3,500	3,500
100.649.700..	329 Substitutes/Temporaries	Referees/Scorekeepers	4,090	4,090
100.649.700..	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,590	6,158
100.649.700..	365 TRS On Behalf		1,037	3,727
100.649.700..	420 Staff Travel		4,500	4,500
100.649.700..	425 Student Travel		22,500	22,500
100.649.700..	450 Supplies/Material/Media		6,000	6,000
100.649.700..	491 Dues & Fees		<u>2,500</u>	<u>2,500</u>
Total	700 Student Activities		<u>55,317</u>	<u>83,875</u>

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Account Code	Description	Comments		
Transfers				
100..900..	552	Transfers to Special Revenue Funds	2,500	2,500
100..900..	554	Transfers to CIP Funds	50,000	50,000
Total	600	Employee Housing	52,500	52,500
Total	100	General Operating Fund	\$ 3,631,587	\$ 3,312,963
Student Transportation				
205.649.760..	325	Maintenance .25 FTE	16,650	16,089
205.649.760..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	55,251	54,482
205.649.760..	365	TRS On Behalf	-	-
205.649.760..	366	PERS On Behalf	465	449
205.649.760..	410	Professional & Technical	1,200	1,200
205.649.760..	420	Travel & Per Diem	250	250
205.649.760..	440	Other Purchased Services	2,500	2,500
205.649.760..	452	Maintenance Supplies	25,000	25,000
205.649.760..	458	Vehicle Gas, Diesel, & Oil	-	-
205.649.760..	490	Dues & Fees	600	600
Total	205	Student Transportation	101,916	100,569
Food Services Fund				
255.649.790..	321	NonCert-Dir/Coor/Mgr 1.1 FTE	27,659	38,590
255.649.790..	326	NonCert-Food Service Support	-	-
255.649.790..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	9,470	13,213
255.649.790..	365	TRS On Behalf	-	-
255.649.790..	366	PERS On Behalf	771	1,077
255.649.790..	410	Professional & Technical	-	-
255.649.790..	420	Staff Travel (Annual Req'd CNP Training)	-	-
255.649.790..	450	Supplies/Materials/Media	6,500	6,500
255.649.790..	458	Vehicle Gas, Diesel, & Oil	1,000	1,000
255.649.790..	459	Food	137,500	137,500
255.649.790..	460	Milk	4,000	4,000
255.649.790..	491	Dues and Fees	600	600
Total	255	DW Food Services Fund	187,500	202,480

Districtwide			FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Account Code</u>	<u>Description</u>	<u>Comments</u>		
<u>Employee Housing</u>				
375.649.600.. 452	Maintenance Supplies		<u>50,000</u>	<u>50,000</u>
Total 600	Employee Housing		<u>50,000</u>	<u>50,000</u>
Total	District Wide		<u>\$ 3,971,003</u>	<u>\$ 3,666,012</u>



Howard Valentine Timberwolves

FY 2023 REVISED BUDGET

Location 621

	<u>FY 2023 FINAL BUDGET</u>	<u>FY 2023 REVISED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 145,098	\$ 147,401	\$ 2,303
Vocational Education	1,500	1,500	-
Special Education	54,141	58,741	4,600
School Administration	-	-	-
Operations & Maintenance	65,220	66,912	1,692
Student Activities	7,328	7,328	0
Fund Total	<u>\$ 273,287</u>	<u>\$ 281,882</u>	<u>\$ 8,595</u>
Fund 255: Food Service Fund	<u>\$ 8,213</u>	<u>\$ 10,458</u>	<u>2,245</u>
TOTAL	<u><u>\$ 281,500</u></u>	<u><u>\$ 292,340</u></u>	<u><u>\$ 10,840</u></u>
# Students (PreK-12)	10.45	14	3.6
# Teachers	2.5	2.5	0
# Classified	0.775	0.775	0
# Administrators	0	0	0
Pupil/Teacher Ratio	4.18	5.60	1.42
Average Per Pupil Expenditure	\$ 26,938	\$ 20,881	\$ (6,056)

Southeast Island School District

FY 2023 REVISED BUDGET

7780

Location 621 Howard Valentine

Howard Valentine Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Regular Instruction</u>				
100.621.100	315	Cert-Teacher	\$ 98,921	\$ 104,906
100.621.100	323	NonCert-Aides	-	-
100.621.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	27,491	22,644
100.621.100	365	TRS On Behalf	11,930	12,652
100.621.100	366	PERS On Behalf	-	-
100.621.100	420	Staff Travel	200	200
100.621.100	433	Communications	2,500	2,500
100.621.100	450	Supplies/Material/Media	3,806	4,250
100.621.100	490	Other Expenses (Dues & Fees)	<u>250</u>	<u>250</u>
Total	100	Regular Instruction	<u>145,098</u>	<u>147,401</u>
<u>Vocational Education</u>				
100.621.160	450	Supplies/Material/Media	<u>1,500</u>	<u>1,500</u>
		Speciality Classes		
Total	160	Vocational Education	<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>				
100.621.200	315	Cert-Teacher	18,630	18,735
100.621.200	323	NonCert-Aides	21,874	25,754
100.621.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	10,780	11,274
100.621.200	365	TRS On Behalf	2,247	2,259

Howard Valentine			FY 2023	FY 2023
Account Code	Description	Comments	FINAL BUDGET	REVISED BUDGET
100.621.200	366 PERS On Behalf		610	719
Total	200 Special Education		54,141	58,741
<u>Operations & Maintenance</u>				
100.621.600	325 NonCert-Maint/Custodial	.32 FTE (Incl WFB)	11,184	12,418
100.621.600	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,674	3,097
100.621.600	366 PERS On Behalf		312	346
100.621.600	430 Snow Removal		-	-
100.621.600	431 Water & Sewer		-	-
100.621.600	432 Garbage		2,700	2,700
100.621.600	436 Electricity		15,000	15,000
100.621.600	437 Natural/Bottled Gas		800	800
100.621.600	438 Gas, Diesel, Oil		9,375	9,375
100.621.600	439 Other Energy		10,000	10,000
100.621.600	440 Other Purchased Services		2,600	2,600
100.621.600	452 Maintenance Supplies		9,375	9,375
100.621.600	453 Custodial Supplies		1,200	1,200
Total	600 Maintenance & Operations		65,220	66,912
<u>Student Activity</u>				
100.621.700	316 Cert-Extra Duty		4,000	4,000
100.621.700	329 Non-Cert-Support		-	-
100.621.700	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		360	360
100.621.700	365 TRS On Behalf		482	482
100.621.700	420 Staff Travel		-	-
100.621.700	425 Student Travel		1,236	1,236
100.621.700	450 Supplies/Material/Media		1,250	1,250

Howard Valentine			FY 2023	FY 2023
Account Code	Description	Comments	FINAL BUDGET	REVISED BUDGET
Total	700	Student Activity	<u>7,328</u>	<u>7,328</u>
Total	100	School Operating Fund	<u>\$ 273,287</u>	<u>\$ 281,882</u>
<u>Food Services Fund</u>				
255.621.790	326	Food Service Staff .20 FTE	7,139	9,092
255.621.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	875	1,113
255.621.790	366	PERS On Behalf	199	254
255.621.790	459	Food	-	-
255.621.790	460	Milk	-	-
			<u>-</u>	<u>-</u>
Total	255	Food Services Fund	<u>\$ 8,213</u>	<u>\$ 10,458</u>
Total	621	Howard Valentine	<u>\$ 281,500</u>	<u>\$ 292,340</u>



Barry C. Stewart Kasaan School

FY 2023 REVISED BUDGET

Location 624

	<u>FY 2023 FINAL BUDGET</u>	<u>FY 2023 REVISED BUDGET</u>	<u>CHANGE</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 220,695	\$ 170,660	\$ (50,035)
Vocational Education	1,500	1,500	-
Special Education	9,329	9,329	(0)
School Administration	6,633	6,633	-
Maintenance & Operations	34,965	34,965	-
Student Activities	4,979	4,979	-
	<u> </u>	<u> </u>	<u> </u>
Fund Total	<u>\$ 278,101</u>	<u>\$ 228,066</u>	<u>\$ (50,035)</u>
Fund 255: Food Service Fund	<u>\$ 11,499</u>	<u>\$ 12,778</u>	<u>1,279</u>
TOTAL	<u><u>\$ 289,600</u></u>	<u><u>\$ 240,844</u></u>	<u><u>\$ (48,756)</u></u>
# Students (PreK-12)	13	11.73	(1)
# Teachers	2	2	-
# Classified	1	1	-
# Administrators	0	0	-
Pupil/Teacher Ratio	6.50	5.87	(1)
Average Per Pupil Expenditure	\$ 22,277	\$ 20,532	\$ (1,745)

Southeast Island School District

FY 2023 REVISED BUDGET

Location 624 Barry C Stewart Kasaan School

Barry C Stewart Kasaan Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Regular Instruction				
100.624.100.. 315	Cert-Teacher	1.5(.5 ESSER III)	\$ 130,999	\$ 97,002
100.624.100.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		67,723	55,944
100.624.100.. 365	TRS On Behalf		15,798	11,698
100.624.100.. 420	Staff Travel		-	-
100.624.100.. 425	Student Travel		250	250
100.624.100.. 433	Communications		1,800	1,800
100.624.100.. 450	Supplies/Material/Media		<u>4,125</u>	<u>3,966</u>
Total 100	Regular Instruction		<u>220,695</u>	<u>170,660</u>
Vocational Education				
100.624.160.. 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
Total 160	Vocational Education		<u>1,500</u>	<u>1,500</u>
Special Education				
100.624.200.. 315	Cert-Teacher		-	-
100.624.200.. 323	NonCert-Aides	.15 FTE	6,808	6,808
100.624.200.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,331	2,331
100.624.200.. 366	PERS On Behalf		<u>190</u>	<u>190</u>

Barry C Steward Kasaan Account Code			Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Total	200	Special Education			<u>9,329</u>	<u>9,329</u>
School Administration						
100.624.400..	316	Extra Duty - Lead Teacher			5,000	5,000
100.624.400..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)			1,030	1,030
100.624.400..	365	TRS On Behalf			<u>603</u>	<u>603</u>
Total	400	School Administration			<u>6,633</u>	<u>6,633</u>
Operations & Maintenance						
100.624.600.	316	Certificated - Extra Duty Pay			-	-
100.624.600..	329	NonCert-Maint/Custodial			5,000	5,000
100.624.600..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)			500	500
100.624.600..	431	Water & Sewage			1,000	1,000
100.624.600..	432	Garbage			840	840
100.624.600..	436	Electricity			8,125	8,125
100.624.600..	437	Natural/Bottled Gas			500	500
100.624.600..	438	Gas, Diesel, Oil			6,875	6,875
100.624.600..	439	Other Energy			-	-
100.624.600..	440	Other Purchased Services			1,500	1,500
100.624.600..	452	Maintenance Supplies			8,125	8,125
100.624.600..	453	Custodial Supplies			<u>2,500</u>	<u>2,500</u>
Total	600	Maintenance & Operations			<u>34,965</u>	<u>34,965</u>
Student Activity						
100.624.700..	316	Cert-Extra Duty			2,500	2,500
100.624.700..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)			225	225
100.624.700..	365	TRS On Behalf			301	302
100.624.700..	420	Staff Travel			-	-
100.624.700..	425	Student Travel			<u>1,953</u>	<u>1,953</u>
Total	700	Student Activity			<u>4,979</u>	<u>4,979</u>
Total	100	School Operating Fund			<u>\$ 278,101</u>	<u>\$228,066</u>

Barry C Steward Kasaan Account Code			Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Food Services Fund						
255.624.790..	326	Food Service Staff		.20 FTE	8,392	9,325
255.624.790..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)			2,874	3,193
255.624.790..	366	PERS On Behalf			233	260
255.624.790..	459	Food	}	Food and Milk is part of District wide budget	-	-
255.624.790..	460	Milk			-	-
Total	255	Food Services Fund			\$ 11,499	\$ 12,778
Total	624	Kasaan			\$ 289,600	\$240,844



Naukati Wildcats

FY 2023 REVISED BUDGET

Location 625

	<u>FY 2023 FINAL BUDGET</u>	<u>FY 2023 REVISED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 197,233	\$ 197,546	\$ 313
Vocational Education	1,500	1,500	-
Special Education	80,849	93,328	12,479
School Administration	10,872	10,872	(0)
Maintenance & Operations	80,608	68,021	(12,587)
Student Activities	6,682	6,682	0
Fund Total	<u>\$ 377,744</u>	<u>\$ 377,948</u>	<u>\$ 204</u>
Fund 205: Pupil Transportation Fund	<u>\$ 3,210</u>	<u>\$ 3,210</u>	<u>\$ 0</u>
Fund 255: Food Service Fund	<u>\$ 12,123</u>	<u>\$ 12,745</u>	<u>\$ 622</u>
TOTAL	<u>\$ 393,077</u>	<u>\$ 393,904</u>	<u>\$ 827</u>
# Students (PreK-12)	13.5	16	3
# Teachers	1.5	1.75	0
# Classified	2	2	-
# Administrators	0	0	-
Pupil/Teacher Ratio	9.00	9.14	0.14
Average Per Pupil Expenditure	\$ 29,117	\$ 24,619	\$ (4,498)

Southeast Island School District

FY 2023 REVISED BUDGET

Location 625 Naukati

Naukati

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Regular Instruction</u>				
100.625.100 315	Cert-Teacher	1.75 FTE	\$ 128,683	128,683
100.625.100 323	NonCert-Aides		-	-
100.625.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		46,594	46,594
100.625.100 365	TRS On Behalf		15,518	15,519
100.625.100 420	Staff Travel		-	-
100.625.100 425	Student Travel		250	250
100.625.100 433	Communications		2,000	2,000
100.625.100 450	Supplies/Material/Media		<u>4,188</u>	<u>4,500</u>
Total 100	Regular Instruction		<u>197,233</u>	<u>197,546</u>
<u>Vocational Education</u>				
100.625.160 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
Total 160	Vocational Education		<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>				
100.625.200 315	Cert-Teacher	0.5 FTE Itinerant	37,260	37,470
100.625.200 323	NonCert-Aides	.54 FTE	16,431	25,338
100.625.200 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		21,831	24,920
100.625.200 365	TRS On Behalf		4,494	4,519
100.625.200 366	PERS On Behalf		458	707

Naukati

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
100.625.200	450	Supplies/Material/Media	375	375
Total	200	Special Education	80,849	93,328

School Administration

100.625.400	316	Extra Duty - Lead Teacher	8,783	8,783
100.625.400	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,030	1,030
100.625.400	365	TRS On Behalf	1,059	1,059
Total	400	School Administration	10,872	10,872

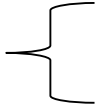
Operations & Maintenance

100.625.600	325	NonCert-Maint/Custodial	.20 FTE + WFB	21,121	10,178
100.625.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,585	1,246
100.625.600	366	PERS On Behalf		589	284
100.625.600	430	Snow Removal		-	-
100.625.600	432	Garbage		1,200	1,200
100.625.600	436	Electricity		18,750	18,750
100.625.600	437	Natural/Bottled Gas		400	400
100.625.600	438	Gas, Diesel, Heating Oil		12,500	12,500
100.625.600	439	Other Energy		6,000	6,000
100.625.600	440	Other Purchased Services		7,900	7,900
100.625.600	452	Maintenance Supplies		6,875	6,875
100.625.600	453	Custodial Supplies		2,500	2,500
100.625.600	458	Vehicle Gas, Diesel, & Oil		188	188
Total	600	Operations & Maintenance		80,608	68,021

Student Activity

100.625.700	316	Cert-Extra Duty Pay		4,000	4,000
100.625.700	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		800	800

Naukati

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
100.625.700 365	TRS On Behalf		482	482
100.625.700 420	Staff Travel		-	-
100.625.700 425	Student Travel		<u>1,400</u>	<u>1,400</u>
Total 700	Student Activity		<u>6,682</u>	<u>6,682</u>
Total 100	School Operating Fund		<u>\$ 377,744</u>	<u>\$ 377,948</u>
<u>Pupil Transportation Fund</u>				
205.625.760 329	NonCert-Support Staff	.10 FTE	1,746	1,746
205.625.760 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		214	214
205.625.760 458	Vehicle Gas, Diesel, & Oil		<u>1,250</u>	<u>1,250</u>
Total 760	Pupil Transportation		<u>\$ 3,210</u>	<u>\$ 3,210</u>
<u>Food Services Fund</u>				
255.625.790 326	Food Service Staff	.20 FTE	10,801	11,355
255.625.790 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,322	1,390
255.625.790 459	Food	 Food and Milk is part of District wide budget	-	-
255.625.790 460	Milk		<u>-</u>	<u>-</u>
Total 255	Food Services Fund		<u>\$ 12,123</u>	<u>\$ 12,745</u>
Total 625	Naukati		<u>\$ 393,077</u>	<u>\$ 393,904</u>



Thorne Bay Wolverines

FY 2023 REVISED BUDGET

Location 628

	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	Change
Fund 100: School Operating			
Function: Regular Instruction	\$ 395,318	\$ 428,271	\$ 32,953
Vocational Education	11,625	2,400	(9,225)
Special Education	189,698	156,599	(33,099)
Pupil Support	-	-	-
School Administration	52,179	43,380	(8,799)
School Administration Support	29,526	30,400	874
Maintenance & Operations	266,561	273,258	6,697
Student Activity	40,142	40,142	0
Fund Total	<u>\$ 985,049</u>	<u>\$ 974,450</u>	<u>\$ (10,599)</u>
Fund 205: Student Transportation	<u>\$ 33,418</u>	<u>\$ 30,541</u>	<u>\$ (2,877)</u>
Fund 255: Food Service Fund	<u>\$ 30,667</u>	<u>\$ 32,614</u>	<u>\$ 1,947</u>
TOTAL	<u>\$ 1,049,134</u>	<u>\$ 1,037,605</u>	<u>\$ (11,529)</u>
# Students (PreK-12)	50	50.5	1
# Teachers	5	5	-
# Classified	6.64	5.53	(1.1)
# Administrators	1	1	-
Pupil/Teacher Ratio	10.00	10.10	0.10
Average Per Pupil Expenditure	\$ 20,983	\$ 20,547	(436.05)

Southeast Island School District

FY 2023 REVISED BUDGET

Location 628 Thorne Bay

Thorne Bay

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Regular Instruction</u>				
100.628.100 315	Cert-Teacher	4.0 FTE	\$ 250,100	\$ 274,952
100.628.100 316	Cert- Extra Duty		\$ -	\$ 418
100.628.100 323	Non Cert - Aides		-	-
100.628.100 329	Substitutes/Temporaries		7,500	7,500
100.628.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		88,056	92,679
100.628.100 365	TRS On Behalf		30,162	33,159
100.628.100 366	PERS On Behalf		-	-
100.628.100 420	Staff Travel		-	-
100.628.100 425	Student Travel		250	250
100.628.100 433	Communications		8,000	8,000
100.628.100 450	Supplies/Material/Media		<u>11,250</u>	<u>11,313</u>
Total 100	Regular Instruction		<u>395,318</u>	<u>428,271</u>
<u>Vocational Education</u>				
100.628.160 329	Substitutes/Temporaries		-	-
100.628.160 316	Cert-Extra Duty Pay		-	-
100.628.160 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	-
100.628.160 410	Professional & Technical Services		-	-

Thorne Bay

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
100.628.160	450	Supplies/Material/Media	11,625	2,400
Total	160	Vocational Education	11,625	2,400

Special Education

100.628.200	315	Cert-Teacher	1.0 FTE	47,180	68,763
100.628.200	323	NonCert-Aides	2.0 FTE	65,324	20,590
100.628.200	329	Substitutes/Temporaries		10,500	10,500
100.628.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		58,181	46,879
100.628.200	365	TRS On Behalf		5,690	8,293
100.628.200	366	PERS On Behalf		1,823	574
100.628.200	450	Supplies/Material/Media		1,000	1,000
Total	200	Special Education		189,698	156,599

Pupil Support

100.628.350	366	PERS On Behalf		-	-
Total	350	Pupil Support		-	-

School Administration

100.628.400	313	Cert - Principal	.20 FTE	31,050	22,700
100.628.400	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		15,509	16,067
100.628.400	365	TRS On Behalf		3,745	2,738
100.628.400	420	Staff Travel		-	-
100.628.400	450	Supplies, Materials, & Media		1,875	1,875
Total	400	School Administration		52,179	43,380

School Administration Support

100.628.450	324	NonCert-Support Staff	.5 FTE	19,632	20,270
100.628.450	329	Substitutes/Temporaries		2,000	2,000
100.628.450	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		6,722	6,940

Thorne Bay

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	
100.628.450	366	PERS On Behalf	548	566	
100.628.450	420	Staff Travel	-	-	
100.628.450	450	Supplies, Materials, & Media	624	625	
Total	450	School Administration Support	29,526	30,400	
<u>Maintenance & Operations</u>					
100.628.600	325	NonCert-Maint/Custodial	1.20 FTE	22,521	25,823
100.628.600	329	Substitutes/Temporaries		25,000	25,000
100.628.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		43,631	46,933
100.628.600	366	PERS On Behalf		628	720
100.628.600	431	Water & Sewage		6,000	6,000
100.628.600	432	Garbage		5,000	5,000
100.628.600	436	Electricity		60,000	60,000
100.628.600	437	Natural/Bottled Gas		1,500	1,500
100.628.600	438	Gas, Diesel, Heating Oil		56,250	56,250
100.628.600	439	Other Energy		4,000	4,000
100.628.600	440	Other Purchased Services		20,000	20,000
100.628.600	452	Maintenance Supplies		18,656	18,656
100.628.600	453	Custodial Supplies		3,375	3,375
Total	600	Operations & Maintenance		266,561	273,258
<u>Student Activity</u>					
100.628.700	316	Cert-Extra Duty Pay	Coaching Stipends	18,000	18,000
100.628.700	325	Bus Drivers		5,000	5,000
100.628.700	329	Substitutes/Temporaries	Referees/Scorekeepers	250	250
100.628.700	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		4,200	4,200
100.628.700	365	TRS On Behalf		2,172	2,171
100.628.700	420	Staff Travel		1,000	1,001
100.628.700	425	Student Travel		8,570	8,570

Thorne Bay

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
100.628.700	450	Supplies/Material/Media	950	950
Total	700	Student Activity	40,142	40,142
Total	100	School Operating Fund	\$ 985,049	\$ 974,450
<u>Student Transportation</u>				
205.628.760	325	Maintenance .43 FTE	23,748	21,247
205.628.760	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	2,907	2,601
205.628.760	366	PERS On Behalf	663	593
205.628.760	440	Other Purchased Service In Lieu of Transp.	1,100	1,100
205.628.760	452	Maintenance Supplies	5,000	5,000
Total	205	Student Transportation	\$ 33,418	\$ 30,541
<u>Food Services Fund</u>				
255.628.790	326	Food Service Staff 2 (1 @ 29hrs/1@19hrs)	22,380	23,800
255.628.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	7,663	8,149
255.628.790	366	PERS On Behalf	624	664
255.628.790	459	Food	-	-
255.628.790	460	Milk	-	-
Total	255	Food Services Fund	\$ 30,667	\$ 32,614
Total	628	Thorne Bay	\$ 1,049,134	\$ 1,037,605



Whale Pass

FY 2023 REVISED BUDGET

Location 632

	<u>FY 2023 FINAL BUDGET</u>	<u>FY 2023 REVISED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 216,989	\$ 217,124	\$ 135
Vocational Education	1,500	1,500	-
Special Education	84,040	74,831	(9,209)
School Administration	6,633	6,633	-
Operations & Maintenance	36,921	35,790	(1,131)
Student Activities	4,951	4,951	0
Fund Total	<u>\$ 351,034</u>	<u>\$ 340,830</u>	<u>\$ (10,204)</u>
Fund 255: Food Service Fund	<u>\$ 13,537</u>	<u>\$ 14,231</u>	<u>694</u>
TOTAL	<u><u>\$ 364,571</u></u>	<u><u>\$ 355,060</u></u>	<u><u>\$ (9,511)</u></u>
# Students (PreK-12)	15	16	1.0
# Teachers	2	2.25	0
# Classified	1.41	1.41	0
# Administrators	0	0	0
Pupil/Teacher Ratio	7.50	7.11	(0.39)
Average Per Pupil Expenditure	\$ 24,305	\$ 22,191	\$ (2,113)

Southeast Island School District

FY 2023 REVISED BUDGET

Location 632 Whale Pass

Whale Pass

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	
<u>Regular Instruction</u>					
100.632.100	315	Cert-Teacher	2.0 FTE	\$ 143,659	\$ 143,667
100.632.100	323	NonCert-Aides		-	-
100.632.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		48,980	48,981
100.632.100	365	TRS On Behalf		17,325	17,326
100.632.100	420	Staff Travel		100	100
100.632.100	425	Student Travel		250	250
100.632.100	433	Communications		2,300	2,300
100.632.100	450	Supplies/Material/Media		<u>4,375</u>	<u>4,500</u>
Total	100	Regular Instruction		<u>216,989</u>	<u>217,124</u>
<u>Vocational Education</u>					
100.632.160	450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
Total	160	Vocational Education		<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>					
100.632.200	315	Cert-Teacher	.25 FTE Itinerant	18,630	18,735
100.632.200	323	Non-Cert - Aides	1.0 FTE	39,908	33,087
100.632.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		21,767	19,451
100.632.200	365	TRS On Behalf		2,247	2,259
100.632.200	366	PERS On Behalf		1,113	923
100.632.200	450	Supplies/Material/Media		<u>375</u>	<u>375</u>
Total	200	Special Education		<u>84,040</u>	<u>74,831</u>

Whale Pass

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
School Administration				
100.632.400.	316	Extra Duty - Lead Teacher	5,000	5,000
100.632.400.	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,030	1,030
100.632.400.	365	TRS On Behalf	<u>603</u>	<u>603</u>
			<u>6,633</u>	<u>6,633</u>
Operations & Maintenance				
100.632.600	325	NonCert-Maint/Custodial .16 FTE	8,104	7,096
100.632.600	329	Substitutes/Temporaries	3,000	3,000
100.632.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	992	869
100.632.600	431	Water & Sewer	300	300
100.632.600	436	Electricity	6,250	6,250
100.632.600	438	Gas, Diesel, Oil	1,875	1,875
100.632.600	439	Other Energy	2,400	2,400
100.632.600	441	Other Purchased Services (Rentals, etc.)	2,750	2,750
100.632.600	452	Maintenance Supplies	8,750	8,750
100.632.600	453	Custodial Supplies	<u>2,500</u>	<u>2,500</u>
Total	600	Maintenance & Operations	<u>36,921</u>	<u>35,790</u>
Student Activities				
100.632.700	316	Extra Duty Pay	2,500	2,500
100.632.700	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	500	500
100.632.700	420	Staff Travel	-	-
100.632.700	425	Student Travel	<u>1,951</u>	<u>1,951</u>
Total	700	Student Activities	<u>4,951</u>	<u>4,951</u>

Whale Pass

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
Total	100	School Operating Fund	<u>351,034</u>	<u>340,830</u>
<u>Food Services Fund</u>				
255.632.790	326	Food Service Staff .20 FTE	10,084	10,601
255.632.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	3,453	3,630
255.632.790	459	Food	-	-
255.632.790	460	Milk	-	-
Total	255	Food Services Fund	<u>\$ 13,537</u>	<u>\$ 14,231</u>
Total	632	Whale Pass	<u>\$ 364,571</u>	<u>\$ 355,060</u>



Hollis Hawks

FY 2023 REVISED BUDGET

Location 667

	<u>FY 2023 FINAL BUDGET</u>	<u>FY 2023 REVISED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 229,808	\$ 229,888	\$ 80
Vocational Education	1,500	1,500	-
Special Education	86,766	108,727	21,961
School Administration	9,077	9,077	(0)
Maintenance & Operations	51,081	51,555	474
Student Activities	<u>7,566</u>	<u>7,566</u>	<u>0</u>
Fund Total	<u>\$ 385,798</u>	<u>\$ 408,313</u>	<u>\$ 22,515</u>
Fund 205: Student Transportation Fund	<u>\$ 45,133</u>	<u>\$ 44,881</u>	<u>\$ (252)</u>
Fund 255: Food Service Fund	<u>\$ 11,204</u>	<u>\$ 11,779</u>	<u>\$ 575</u>
TOTAL	<u>\$ 442,135</u>	<u>\$ 464,974</u>	<u>\$ 22,839</u>
# Students (PreK-12)	20	18	(2)
# Teachers	2	2	-
# Classified	2.75	2.75	-
# Administrators	0	0	-
Pupil/Teacher Ratio	10.00	9.00	(1.00)
Average Per Pupil Expenditure	\$ 22,107	\$ 25,832	\$ 3,725

Southeast Island School District

FY 2023 REVISED BUDGET

Location 667 Hollis

Hollis

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Regular Instruction</u>				
100.667.100 315	Cert-Teacher	1.5 FTE	\$ 132,508	\$ 132,760
100.667.100 323	NonCert-Aides		-	-
100.667.100 329	Substitutes/Temporaries		1,904	1,904
100.667.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		73,316	73,363
100.667.100 365	TRS On Behalf		15,980	16,011
100.667.100 410	Professional & Technical		-	-
100.667.100 420	Staff Travel		-	-
100.667.100 425	Student Travel		-	-
100.667.100 433	Communications		1,100	1,100
100.667.100 450	Supplies/Material/Media		5,000	4,750
Total 100	Regular Instruction		229,808	229,888
<u>Vocational Education</u>				
100.667.160 450	Supplies/Material/Media	Speciality Classes	1,500	1,500
Total 160	Vocational Education		1,500	1,500
<u>Special Education</u>				
100.667.200 315	Cert-Teacher	.5 FTE	44,937	45,189
100.667.200 323	NonCert-Aides	.65 FTE	5,439	21,225
100.667.200 329	Substitutes/Temporaries		4,000	4,000

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Hollis

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
100.667.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	26,444	31,896
100.667.200	365	TRS On Behalf	5,419	5,450
100.667.200	366	PERS On Behalf	152	592
100.667.200	450	Supplies/Material/Media	<u>375</u>	<u>375</u>
Total	200	Special Education	<u>86,766</u>	<u>108,727</u>
<u>School Administration</u>				
100.667.400	316	Extra Duty - Lead Teacher	7,181	7,181
100.667.400	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,030	1,030
100.667.400	365	TRS On Behalf	<u>866</u>	<u>866</u>
Total	400	School Administration	<u>9,077</u>	<u>9,077</u>
<u>Operations & Maintenance</u>				
100.667.600	325	NonCert-Maint/Custodial .50 FTE + WFB	12,006	12,418
100.667.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,470	1,520
100.667.600	366	PERS On Behalf	335	346
100.667.600	431	Water & Sewer	2,400	2,400
100.667.600	432	Garbage	2,000	2,000
100.667.600	436	Electricity	10,000	10,000
100.667.600	437	Natural/Bottled Gas	120	120
100.667.600	438	Gas, Diesel, Heating Oil	8,125	8,125
100.667.600	439	Other Energy	2,500	2,500
100.667.600	440	Other Purchased Services	4,000	4,000
100.667.600	452	Maintenance I Supplies	6,875	6,875
100.667.600	453	Custodial Supplies	<u>1,250</u>	<u>1,250</u>
Total	600	Operations & Maintenance	<u>51,081</u>	<u>51,555</u>
<u>Student Activity</u>				
100.667.700	316	Cert-Extra Duty Pay	2,800	2,800
100.667.700	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	500	500

Hollis

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
100.667.700	366	TRS On Behalf	337	338
100.667.700	420	Staff Travel	625	625
100.667.700	425	Student Travel	3,304	3,304
Total	700	Student Activity	7,566	7,566
Total	100	School Operating Fund	\$ 385,798	\$ 408,313
<u>Student Transportation</u>				
205.667.760	327	Bus Drivers .80 FTE	27,098	26,915
205.667.760	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	9,278	9,216
205.667.760	366	PERS On Behalf	757	751
205.667.760	458	Gasoline & Oil	8,000	8,000
Total	205	Student Transportation	\$ 45,133	\$ 44,881
<u>Food Services Fund</u>				
255.667.790	326	Food Service Staff .20 FTE	9,741	10,240
255.667.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,192	1,253
255.667.790	366	PERS On Behalf	271	286
255.667.790	459	Food	-	-
255.667.790	460	Milk	-	-
		} Food and Milk is part of District wide budget		
Total	255	Food Services Fund	\$ 11,204	\$ 11,779
Total	667	Hollis	\$ 442,135	\$ 464,974



Port Alexander Eagles

FY 2023 REVISED BUDGET

Location 669

	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET	Change
Fund 100: School Operating			
Function: 100 Regular Instruction	\$ 151,839	\$ 113,394	\$ (38,445)
Vocational Education	1,500	1,500	-
200 Special Education	-	-	-
400 School Administration	6,633	7,030	397
600 Maintenance & Operations	43,394	52,224	8,830
700 Student Activities	1,250	1,250	-
Fund Total	\$ 204,616	\$ 175,397	(29,219)
Fund 255: Food Service Fund	\$ 10,291	\$ 1,142	\$ (9,149)
TOTAL	\$ 214,907	\$ 176,539	\$ (38,368)
# Students (PreK-12)	10	12	2
# Teachers	1.5	1.125	(0.4)
# Classified	0.885	0.45	(0.4)
# Administrators	0	0	-
Pupil/Teacher Ratio	6.67	10.67	4.00
Average Per Pupil Expenditure	\$ 21,491	\$ 14,712	\$ (6,779)

Southeast Island School District

FY 2023 REVISED BUDGET

Location 669 Port Alexander

Port Alexander

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Regular Instruction</u>				
100.669.100 315	Cert-Teacher	1.125 FTE (.1250 ESSER III) & .25 Title IA)	\$ 77,317	\$ 54,676
100.669.100 316	Cert-Extra Duty		-	4,771
100.669.100 323	NonCert-Aides		-	-
100.669.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		46,827	35,059
100.669.100 365	TRS On Behalf		9,325	6,594
100.669.100 420	Staff Travel		-	-
100.669.100 425	Student Travel	(Academy Student Travel - Quality Schools)	6,250	6,250
100.669.100 433	Communications		2,045	2,045
100.669.100 440	Other Purchased Services	Pd as Extra Duty	6,250	-
100.669.100 450	Supplies/Material/Media		<u>3,825</u>	<u>4,000</u>
Total 100	Regular Instruction		<u>151,839</u>	<u>113,394</u>
<u>Vocational Education</u>				
100.669.160 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
Total 160	Vocational Education		<u>1,500</u>	<u>1,500</u>
<u>School Administration</u>				
100.669.400 316	Extra Duty - Lead Teacher		5,000	5,354
100.669.400 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,030	1,030
100.669.400 365	TRS On Behalf		<u>603</u>	<u>646</u>
Total 400	School Administration		<u>6,633</u>	<u>7,030</u>

Port Alexander

Account Code	Description	Comments	FY 2023 FINAL BUDGET	FY 2023 REVISED BUDGET
<u>Operations & Maintenance</u>				
100.669.600 325	NonCert-Maint/Custodial	.30 FTE	5,884	13,561
100.669.600 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		720	1,660
100.669.600 366	PERS On Behalf		165	378
100.669.600 431	Water & Sewage		100	100
100.669.600 432	Garbage		400	400
100.669.600 437	Natural/Bottled Gas		-	-
100.669.600 438	Gas, Diesel, Heating Oil		27,500	27,500
100.669.600 440	Other Purchased Services		500	500
100.669.600 452	Maintenance Supplies		6,875	6,875
100.669.600 453	Custodial Supplies		<u>1,250</u>	<u>1,250</u>
Total 600	Maintenance & Operations		<u>43,394</u>	<u>52,224</u>
<u>Student Activity</u>				
100.669.700 420	Staff Travel		-	-
100.669.700 425	Student Travel		<u>1,250</u>	<u>1,250</u>
Total 700	Student Activity		<u>1,250</u>	<u>1,250</u>
Total 100	School Operating Fund		<u>\$ 204,616</u>	<u>\$ 175,397</u>
<u>Food Services Fund</u>				
255.669.790 326	Food Service Staff	.20 FTE	9,169	1,018
255.669.790 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,122	125
255.669.790 366	PERS On Behalf		-	-
255.669.790 459	Food	} Food and Milk is part of District wide budget	-	-
255.669.790 460	Milk		-	-
Total 255	Food Services Fund		<u>10,291</u>	<u>1,142</u>
Total 669	Port Alexander		<u>\$ 214,907</u>	<u>\$ 176,539</u>



SOUTHEAST ISLAND SCHOOL DISTRICT

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

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Meeting: January 18, 2023 – Regular Board of Education Meeting

Category: Business Item

Subject: Memorandum of Agreement #23-KCSD with Klawock City School District for the Use of a Southeast Island School District School Bus

RECOMMENDATION

It is the administration's recommendation that the School Board approve the Memorandum of Agreement #23-KCSD with Klawock City School District (KCSD) for the use of a Southeast Island School District (SISD) school bus.

PERTINENT FACTS:

Klawock City School District is interested in leasing one of the large buses from SISD's fleet that is not currently in use. This would be a temporary arrangement, as they have been having difficulty finding a part needed to repair one of the buses in their fleet.

The MOA lays out the details of the agreement. Our attorney reviewed a similar MOA in 2019 for another request to lease one of our buses, and this version includes the recommendations that he made. We are waiting for final agreement from KCSD and would like to get the MOA approved now so that we are ready to move forward at that time.

RECOMMENDED MOTION:

Approve the Memorandum of Agreement #23-KCSD with Klawock City School District for the use of a Southeast Island School District school bus.



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: January 18, 2023 – Regular Board of Education Meeting
Category: Business Item
Subject: FY23 Classified Employment of Colby Silverthorn as a Custodian in Thorne Bay

RECOMMENDATION

It is the administration's recommendation that the School Board approve the FY23 Classified Employment of Colby Silverthorn as a Custodian in Thorne Bay.

PERTINENT FACTS:

[Alaska Statute 14.14.140](#)(a) stipulates *Members of the immediate family of a school board member may not be employed by the school board except upon written approval of the commissioner.* Alaska Administrative Code [4 AAC 18.031](#) provides further guidance:

(a) The commissioner's approval of a school district's new employment of a member of the immediate family of a school board member, required by AS 14.14.140, must be given upon the written certification by the chief school administrator that the person for whom the approval is requested

(1) is the most qualified applicant for the position; and

(2) has been approved by the school board for employment in the position.

(b) The school board approval required by (a)(2) of this section must be in the form of a motion passed by a majority of a quorum of the board. The motion must be limited to the matter of the employment of the person for whom approval under this section is requested, and must state that the approval of the commissioner is required because the person is a member of the immediate family of a school board member.

The Thorne Bay custodian position was posted November 21, 2022. The advertisement is attached. We received three applications for this position. One applicant accepted a different position with the district. A second applicant was a current employee and Mr. Silverthorn was the third applicant; both were qualified for the position. Since the second candidate was already employed by the district, hiring that candidate for the 29 hours allotted to the custodian position would have exceeded the total allowable hours for the classification. As a result, we have offered the position to both the second applicant and Mr. Silverthorn, dividing the hours between the two candidates.

RECOMMENDED MOTION:

Approve the FY23 Classified Employment of Colby Silverthorn as a Custodian in Thorne Bay conditional on the approval of the commissioner, which is required because Mr. Silverthorn is a member of the immediate family of a school board member.



SOUTHEAST ISLAND SCHOOL DISTRICT
THORNE BAY SCHOOL

PO BOX 19005, THORNE BAY, AK 99919

Phone: (907) 907-828-3921; FAX: (907) 907-828-3901



CLASSIFIED JOB POSTING
November 21, 2022

CUSTODIAN – THORNE BAY SCHOOL, GYM, AND SISD DISTRICT OFFICE

Qualifications:

- 18 years of age or older
- Custodial experience (preferred)
- Strong work ethic
- Able to lift and move 50 pounds
- Cleared background check ([BP/AR 4212.5](#))

Reports To and Is Evaluated By: Principal, Thorne Bay School/Superintendent or designee, District Office

Position Goal: To provide a clean and safe building for our students, employees, and visitors

Performance Responsibilities:

- Keeps building and premises, including play areas, neat and clean at all times.
- Keeps all floors in a clean and attractive condition by sweeping, mopping and vacuuming.
- Sweeps outside steps and walks as appropriate.
- Cleans corridors after school each day.
- Dusts furniture and polishes fixtures.
- Mops and disinfects restroom floors, and clean all sanitary fixtures and drinking fountains daily.
- Washes all windows on both the inside and outside at least twice each year, and more frequently if necessary.
- Keeps wastebaskets empty and clean.
- Makes minor building repairs. Promptly reports major repairs needed to supervisor.
- Reports immediately to supervisor any damage to school property as well as any condition believed to be potentially unsafe.
- Determines, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
- Moves furniture or equipment within the building as required for various activities and as directed by supervisor.
- Maintains an inventory of custodial supplies in a safe manner, and recommends purchase of supplies to supervisor.
- Complies with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
- Other duties as assigned by supervisor.

Terms of Employment:

- FY 2023; up to 29 hours per week. Schedule is generally Mon-Thurs: 6 hours between 4 PM and 6 AM; Fri: 5 hours (adjustments as needed for sporting events and other activities).
- Pay Range E, *Regular Employee Classified Pay Range Schedule* (entry step is \$14.08/hour; higher step placement possible depending on experience).
- Benefits are determined based on the [Classified Employee Handbook](#)

Application Deadline: November 26, 2022 or until filled

First Day of Work: November 28, 2022 or when filled and hiring requirements met

To Apply: Submit a [Classified Employee Application](#) form (current employees can submit letter of interest) by email applicants@sisd.org, by fax to 907-828-3901, or by hand delivery it to the Thorne Bay School or SISD District Office (if you fax the application or letter, please call 828-3921 to verify receipt).



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: January 18, 2023 – Regular Board of Education Meeting

Category: Business Item

Subject: Elective Course Descriptions (Early Childhood Education, Intro to College Readiness, Introduction to National Security, Performing Arts Entrepreneurship, Plant Systems and Greenhouse, Program and Software Development Entrepreneurship)

RECOMMENDATION

It is the administration's recommendation that the School Board approve the elective course descriptions for Early Childhood Education, Intro to College Readiness, Introduction to National Security, Performing Arts Entrepreneurship, Plant Systems and Greenhouse, and Program and Software Development Entrepreneurship.

PERTINENT FACTS:

These course descriptions are for elective courses. All courses would be available to students in grades 7-12. Introduction to National Security, Performing Arts Entrepreneurship, Plant Systems and Greenhouse, and Program and Software Development Entrepreneurship would also be available to students in grade 6.

With the support of their teachers, Thorne Bay School secondary students developed the descriptions for these courses using the career & technical education standards to help them explore their interests and provide some guidance on creating course descriptions.

RECOMMENDED MOTION:

Approve the elective course descriptions for Early Childhood Education, Intro to College Readiness, Introduction to National Security, Performing Arts Entrepreneurship, Plant Systems and Greenhouse, and Program and Software Development Entrepreneurship.

Elective Course Description

Course Name	Early Childhood Education
Course Number	TBD
Length of Course	One Quarter
Grade Level	7-12
Credit Type	0.25 Elective Per Quarter
Grading Scale	A-F
Course Prerequisite	N/A
Course Summary	<p>This course is based on the Education and Training Cluster and Teaching/Training Pathway from the Advance CTE standards, recommended by the Alaska Department of Education and Early Development. Advance CTE describes related courses as the “fundamentals of education professions.” Courses in this pathway “will provide fundamental knowledge of the subject matter and methodology used in the Education and Training Cluster.” It is suggested that a course in this pathway “provide students with opportunities for multiple supervised observation experiences in diverse environments that will expose them to the requirements of careers related to Education and Training.”</p>
Primary Materials	Computer, Computer Charger, Office Supplies, Recording Equipment (such as camera/video recorder), classroom supplies, and an observing teacher

Standards			
	ENHANCE LEARNER/LEARNING ACHIEVEMENT	Skills	Knowledge
	<p>EDC01.01 Employ fundamental principles of psychology to enhance learner achievement. SKILL</p> <p>EDC01.02 Employ fundamental principles of sociology to enhance learner achievement. SKILL</p> <p>EDC01.04 Analyze and apply knowledge of the relationships between education and society to enhance learner achievement. KNOWLEDGE</p> <p>EDC01.03 Utilize knowledge about the</p>	<p>EDPC02.02 Employ motivational, social, and psychological theory and effective practices to guide learners' personal conduct. SKILL</p> <p>EDPC02.03 Use organizational and relationship-building skills to manage instructional activities and related procedures. SKILL</p> <p>EDPC03.01 Employ instructional strategies in a learning setting to advance learning. SKILL</p> <p>EDPC03.02 Use learner response to plan appropriate in-process</p>	<p>EDPC04.01 Assess past teaching/training performance to determine effectiveness of instructional practices. KNOWLEDGE</p> <p>EDPC02.04 Consider physical elements in an educational or training setting to optimize learning. KNOWLEDGE</p> <p>EDPC01.06 Identify and locate materials/resources needed to support instructional plans. KNOWLEDGE</p>

	<p>history and belief systems of multiple cultural, ethnic, and racial groups to enhance learner achievement. SKILL</p> <p>EDC10.01 Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. KNOWLEDGE</p> <p>EDC01.05 Explain and apply a variety of instructional models to enhance learning achievement. SKILL</p> <p>EDC01.06 Employ knowledge of assessment methods to enhance learner achievement. SKILL</p>	<p>adaptations in instructional plans in order to advance learning. SKILL</p> <p>EDPC04.02 Pursue opportunities to improve knowledge and skills within learning environments to propel professional development SKILL</p> <p>EDPC04.03 Employ community-building skills and strategies with others to advance the education profession and learning organizational vision. SKILL</p> <p>EDPC04.04 Maintain accurate records through the use of organization skills in order to monitor and guide learner progress. SKILL</p>	<p>EDPC01.05 Examine and apply teaching/learning theory and instructional skills to plan appropriate educational strategies. KNOWLEDGE</p> <p>EDC09.01 Explore, describe, and determine career options using research skills in order to plan for a career in education and training. KNOWLEDGE</p> <p>EDC09.01 Explore, describe, and determine career options using research skills in order to plan for a career in education and training. KNOWLEDGE</p> <p>EDC05.02 Form, sustain, and modify instructional</p>
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	<p>DC02.03 Use writing skills to enhance stakeholder commitment to the learning organization. SKILL</p> <p>EDC02.04 Use knowledge of reading strategies in the content area to enhance Use knowledge of reading strategies in the content area to enhance learner achievement. SKILL</p> <p>EDC03.01 Apply problem-solving and critical thinking skills in educational and training settings to enhance instruction and learner achievement. SKILL</p> <p>EDC 07.02 Employ knowledge of group processes and skills for working collaboratively to</p>	<p>EDPC04.05 Implement strategies to maintain relationships with stakeholders to increase support for the organization SKILL</p> <p>EDC 08.03 Exhibit ethical and legal behavior within educational and training settings to model professional behaviors. SKILL</p> <p>EDC09.02 Acquire state-specific certification/ license/credentialing in order to practice within educational and training settings. SKILL</p> <p>EDC09.03 Complete state-specific professional development requirements to maintain employment and advance in an</p>	<p>systems to facilitate learning within educational and training settings. KNOWLEDGE</p> <p>EDC05.01 Explain models of education delivery using system theory to demonstrate understanding of key relationships in the learning system. KNOWLEDGE</p> <p>EDC05.01 Explain models of education delivery using system theory to demonstrate understanding of key relationships in the learning system. KNOWLEDGE</p>
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	<p>enhance professional practice. SKILL</p> <p>EDC08.01 Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. KNOWLEDGE</p> <p>EDC08.02 Explain legal rights that apply to stakeholders and practitioners within learning settings to enhance professionalism in education and training. KNOWLEDGE</p> <p>EDC08.02 Explain legal rights that apply to stakeholders and practitioners within learning settings to</p>	<p>education and training career. Career. SKILL</p> <p>EDPC01.01 Use fundamental knowledge of subject matter to plan/prepare effective instruction. SKILL</p> <p>EDPC01.02 Meet the needs of learners and organizations to design courses/programs. SKILL</p> <p>EDPC01.03 Employ knowledge of learning and developmental theory to describe individual learners. SKILL</p> <p>EDPC01.04 Use content knowledge and instructional skills to construct standards based educational goals SKILL</p>	<p>EDC03.02 Evaluate educational perspectives, policies and procedures using critical thinking in order to intelligently discuss educational issues. KNOWLEDGE</p>
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	<p>enhance professionalism in education and training. KNOWLEDGE</p> <p>EDC10.02 Employ organizational and logic skills and enhance professional practice. SKILL</p> <p>EDC10.03 Conduct, interpret, and share research findings to enhance professional practice. SKILL</p> <p>EDC10.04 Employ group management skills to enhance professional practice with education and training with education and training settings. SKILL</p> <p>EDC10.05 Employ assessment skills to enhance professional practice with education</p>	<p>EDPC01.07 Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies. SKILL</p> <p>EDPC02.01 Establish a positive climate to promote learning. SKILL</p> <p>EDC06.01 Evaluate and control risks to safety, health, and the environment in learning settings. SKILL</p>	
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	and training settings. SKILL		
Assessment	<p>ENHANCE LEARNER ACHIEVEMENT PROJECTS</p> <p>Students will work with and under the supervision of a classroom teacher. Students will complete project based learning activities involving the development and implementation of instructional and learning practices for themselves and students. Students will be observed and receive professional feedback from the classroom teacher and students. Students will use this information to reflect and guide their learning and performance. Topics will include....</p> <ul style="list-style-type: none"> ● Instructional models ● Assessment methods ● Organization ● Reading strategies ● Problem-solving and critical thinking skills <p>Standards: EDC01.05, EDC01.06, DC02.03, EDC02.04, EDC03.01</p> <p>Students will Analyze, identify, and describe key concepts and terms by completing guided notes, short answer questions, essay questions, etc. Topics will include...</p> <ul style="list-style-type: none"> ● Instructional models ● Professional practices <p>SELF REFLECTION PROJECTS</p> <ul style="list-style-type: none"> ● Students will participate in self-reflection to assess and improve employability skills. ● Students will participate in self-reflection to assess, improve, and expand their technical practices. 		

	<p>PROFESSIONAL PRACTICES PROJECTS</p> <ul style="list-style-type: none"> • Students will research and analyze resources related to current laws and ethical practices in the field of education.
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Activities	
Week 1	<ul style="list-style-type: none"> • “Test” the kids on how they think the student will help the class at the beginning of the quarter, and how they think the student actually helped at the end of the quarter. • Tutor students as needed • SELF REFLECTION PROJECT • PROFESSIONAL PRACTICES PROJECTS
Week 2	<ul style="list-style-type: none"> • Learn and use organizational strategies. • Tutor students as needed • SELF REFLECTION PROJECT • PROFESSIONAL PRACTICES PROJECTS • ENHANCE LEARNER ACHIEVEMENT PROJECTS
Week 3	<ul style="list-style-type: none"> • Learn about school safety and evaluate how safe the classes and playgrounds are. • Tutor students as needed • SELF REFLECTION PROJECT • ENHANCE LEARNER ACHIEVEMENT PROJECTS
Week 4	<ul style="list-style-type: none"> • Identify major educational philosophers by completing guided notes

	<ul style="list-style-type: none"> • Tutor students as needed • SELF REFLECTION PROJECT • ENHANCE LEARNER ACHIEVEMENT PROJECTS
Week 5	<ul style="list-style-type: none"> • Tutor students as needed • SELF REFLECTION PROJECT • ENHANCE LEARNER ACHIEVEMENT PROJECTS
Week 6	<ul style="list-style-type: none"> • Build trust using Social/Emotional Learning • SELF REFLECTION PROJECT • ENHANCE LEARNER ACHIEVEMENT PROJECTS
Week 7	<ul style="list-style-type: none"> • Learn how to use the right materials for the right lesson with teacher • SELF REFLECTION PROJECT
Week 8	<ul style="list-style-type: none"> • Learn how to make goals with the teacher for small groups of children • Lead a small group of children in learning • SELF REFLECTION PROJECT
Week 9	<ul style="list-style-type: none"> • SELF REFLECTION PROJECT

Elective Course Description

Course Name	Intro to College Readiness
Course Number	TBD
Length of Course	One Quarter
Grade Level	7-12
Credit Type	0.25 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	N/A
Course Summary	This course is designed to help students improve their learning effectiveness, attitudes, and motivation, including time management, concentration, note-taking skills, textbook study methods, test taking strategies, and critical thinking skills. This course is designed for the college-bound student.
Primary Materials	Computer, SAT and ACT study books
Standards	Alaska Reading, Writing, Math, & Science Standards [R4.2, R4.3, R4.4, R3.5, W1.3, R4.8] Alaska Employability Standards [B3, A2, B5, B1, B4, A3, A7, B2, A3] Alaska Cultural Standards [A7, E4, A7, D6, B2, C4, B4, D2, D5]
Assessment	Quizzes, Quarter & Semester Tests, Large Projects (Summative Assessment), Final Essays, Presentations, Portfolios, etc. Informal Quizzes, Practice Tests, Small Projects, Rough Drafts, Rewrites, Re-do Assignments, Class work

Activities	
Week 1	Students will be able to improve their organizational skills using a calendar or assignment notebook Students will be able to improve their organizational skills using spiral notebooks and folders
Week 2	Students will be able to improve their study techniques by maximizing tutoring opportunities
Week 3	Students will be able to improve their test taking strategies by developing personal strategies for taking assessments
Week 4	Students will be able to improve their study techniques for analysis/essay questions
Week 5	Students will be able to improve their study techniques using memory tricks
Week 6	Student will be able to improve their study techniques on closed note tests
Week 7	Students will be able to improve their study techniques for open note assessments
Week 8	Students will be able to improve their organizational skills by developing a study routine
Week 9	Students will be able to improve their organizational skills using notecards Portfolio Presentation

Elective Course Description

Course Name	Introduction to National Security
Course Number	TBD
Length of Course	One Quarter
Grade Level	6-12
Credit Type	0.25 Elective Per Quarter
Grading Scale	A-F
Course Prerequisite	N/A
Course Summary	<p>This course focuses on strategies to develop and implement courses to train persons who will perform tasks relating to national security. Students will learn to recognize the appropriate duties, responsibilities and authority of organization personnel at all levels to facilitate maximum utilization of human resources and effective communication and communications systems.</p> <p>This course is based on the National Security Career Clusters and National Security Pathway from the Advance CTE standards recommended by the Alaska Department of Education and Early Development. The National Security Pathway covers the maintenance of “a strong national security, including diverse activities such as running a hospital, commanding a tank, programming computers, operating a nuclear reactor, or repairing and maintaining a helicopter.”</p>

	<p>These topics are comparable to the training and work experience of the more than 2.5 million people who serve in the active Army, Navy, Marine Corps, Air Force, and Coast Guard, their Reserve components, and the Air and Army National Guard. Students completing this course will gain the skills and knowledge to prepare for these, and other government jobs.</p>
<p>Primary Materials</p>	<p>Laptop Computer, Graphic Arts Software, Poster Printer, additional supplies as needed</p>
<p>Standards</p>	<p>GVC01.01 Interpret and apply concepts of geography to demonstrate understanding of the academic foundations used in government and public administration.</p> <p>GVC01.02 Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues in governance.</p> <p>GVC02.01 Select appropriate communication formats to facilitate the flow of ideas and information among government, public administration, the business community, and the general public.</p> <p>GVC02.02 Utilize negotiation skills to achieve the goals of government.</p> <p>GVC02.03 Communicate in one or more foreign languages to perform government and public administration functions.</p> <p>GVC03.01 Apply democratic principles in the process of governmental and administrative policy-making to achieve the public will.</p>

	<p>GVC04.01 Execute work related tasks and processes using emerging and specialized technologies to achieve common objectives specific to government and public administration.</p> <p>GVC 05.01 Analyze and summarize the systemic relationships of government and public administration agencies to achieve the strategic objectives of those agencies.</p> <p>GVC06.01 Maintain safe and healthful working conditions and environment in order to promote well-being in governmental and public administrative workplaces.</p> <p>GVC06.02 Conduct government and public administration work tasks in accordance with employee rights and responsibilities and employers' obligations concerning occupational safety and health to promote safe and healthful working conditions.</p> <p>GVC06.03 Assess types and sources of workplace hazards common to government and public administration work settings in order to demonstrate understanding of health and safety concerns.</p> <p>GVC06.04 Control hazards common to government and public administration work settings to demonstrate application of procedures for maintaining a safe environment.</p> <p>GVC06.05 Implement plans and policies to respond to public health, safety and environmental needs of the public.</p> <p>GVC06.06 Identify public hazards and determine abatement strategies to implement safety procedures.</p>
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	<p>GVC07.01 Develop an organizational vision and strategic plan to inform stakeholders of the goals of a government or public administration agency.</p> <p>GVC07.02 Design and implement human resource strategies to maximize organizational potential in government and public administration agencies.</p> <p>GVC08.01 Adopt and apply a standard of practices sufficient to meet legal and ethical requirements and meet the public's expectations for government and public administration.</p> <p>GVC09.01 Interpret and apply written organizational policies, rules and procedures to ensure government and public administration employees effectively perform their jobs.</p> <p>GVC09.02 Compare and evaluate career opportunities in one or more government and public administration career pathways to broaden awareness of careers available in the agencies related to the career cluster.</p> <p>GVC10.01 Administer human, financial, material, and information resources in a manner that instills public trust.</p> <p>GVPB01.01 Develop and implement courses to instruct persons who will perform tasks relating to national and homeland security.</p> <p>GVPB02.01 Recognize the appropriate duties, responsibilities, and authority of organization personnel at all levels to facilitate maximum utilization of human resources.</p> <p>GVPB03.01 Provide leadership necessary to ensure compliance with rules of engagement and other</p>
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	<p>applicable ethical standards.</p> <p>GVPB04.01 Collect and analyze information from within and outside the United States to assess opportunities and threats to national security.</p> <p>GVPB05.01 Translate and analyze elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals.</p> <p>GVPB06.01 Prepare and coordinate strategies to defend against effects of chemical, biological, radiological, nuclear (CBR-N), or other emergent events.</p>
<p>Assessment</p>	<p>Short essay Questions: Students will be able to</p> <ul style="list-style-type: none"> ● Summarize the proper disposal of hazardous material ● Analyze how political experts can assist the government in making decisions ● Identify and define how human resources can optimize government organization ● Summarize how to meet legal and ethical requirement standards ● Identify how their interests align with government job requirements ● Define what the appropriate duties of human resources should be <p>Guided Notes: Students will be able to analyze resources, and identify and define key terms, with the use of guided notes and graphic organizers. Topics will include:</p> <ul style="list-style-type: none"> ● How to identify common workplace hazards in differing government occupations ● How to identify the hierarchy and functions of governmental organizations ● How to maximize organization potential ● How to teach military training materials effectively (For example: Rules of Engagement).

Projects:

Students will be asked to simulate a response to a national threat, or workplace challenge. Some topics can be found below.

- **Workplace safety**

Students will create safety policies and procedures and market them in the workplace, type up a short promotional blurb on how to maintain a safe working environment, and create posters that displays all of the key employee rights and display effective ways to deal with common workplace hazards

Standards: GVC06.01,GVC 06.02, GVC 06.03.

- **Professional/industry Knowledge**

Students will gain the knowledge necessary to evaluate the readiness of America's emergency services, create a chart on potential threats to the United States national security, and create instructions for mission priorities relating to national security

Standards: GVPB 04.01, GVPB 01.01,

- **Policies**

Students will create a budget for priority programs and policies, make a chart for stakeholders about the public administration's vision, and make a poster that shows all of the key employee rights

Standards: GVC 10.01, GVC 07.01, GVC 05.01

- **Language:**

It is essential for students to be able to communicate with foreign envoys in their native language. That being said, students will be introduced to learning a foreign language.

Standards: GVC 02.03.

Activities	
Week 1	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Project: Workplace Safety ● Explore Foreign Language
Week 2	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Project: Workplace Safety ● Explore Foreign Language
Week 3	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Project: Professional/Industry Knowledge ● Explore Foreign Language
Week 4	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Project: Professional/Industry Knowledge ● Explore Foreign Language
Week 5	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Project: Policies ● Explore Foreign Language
Week 6	<ul style="list-style-type: none"> ● Guided Notes ● Essay

	<ul style="list-style-type: none"> ● Project: Policies ● Explore Foreign Language
Week 7	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Project: Policies ● Explore Foreign Language
Week 8	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Final Project using all skills from prior projects including foreign language
Week 9	<ul style="list-style-type: none"> ● Guided Notes ● Essay ● Final Project using all skills from prior projects including foreign language

Elective Course Description

Course Name	Performing Arts Entrepreneurship
Course Number	
Length of Course	Semester
Grade Level	6-12
Credit Type	0.5 credit
Grading Scale	Standard A-F
Course Prerequisite	none
Course Summary	<p>This course is based on the Arts, A/V Technology and Communications Career Cluster and Performing Arts Pathway from the Advance CTE standards recommended by the Alaska Department of Education and Early Development. A variety of businesses and groups involved in theatrical and musical performances are included in this pathway. Theatrical production companies, for example, coordinate all aspects of producing a play or theater event. Agents represent actors and assist them in finding jobs. Costume design management companies design costumes. Lighting and stage crews handle the technical aspects of productions. Also in this segment are dance studios, schools and halls, which provide places for professional and amateur dancers to practice, perform and learn. Performers of live musical entertainment include musical artists, dance bands, orchestras, jazz musicians and various modern bands. Orchestras range from major professional orchestras with million-dollar budgets to community orchestras often with part-time schedules. Students will study the theory of music including the timbre in</p>

	<p>arranging and composing music, musical expression, and technical skills needed in arranging and composing music including improvisational music. Students will demonstrate, both alone and with others, vocal or instrumental performance including a varied repertoire of music representing contemporary styles, cultures and historical periods. Students will identify and apply knowledge of stage and production management and their organization. Students will identify and apply theatrical terms relative to design and production, and demonstrate the ability to work within a theatrical production using artistic discipline to achieve a small ensemble in rehearsal and performance.</p>
<p>Primary Materials</p>	<p>Computer, piano, group members, instructional software, digital audio workstation, microphone and microphone cord, audio interface</p>
<p>Standards</p>	<p>ARC05.01 Analyze and summarize the history and evolution of the arts, audio video technology, and communications field to understand the current place the field holds within society and the economy.</p> <p>ARC05.05 Analyze and summarize the formal and informal influences in the abstract and formal structures of business organizations within this cluster to demonstrate an understanding of the influences on holding careers in this field.</p> <p>ARC06.01 Maintain safe and healthful working conditions by completing work tasks in accordance with rights and applicable responsibilities in an arts, audio-visual technology and communications work environment to protect employees' well being.</p>

ARC06.03 Examine and summarize the responsibilities various entities have for promoting a safe and healthy work environment in order to understand the roles involved in maintaining acceptable conditions in the arts, technology and communications field.

ARC06.04 Examine and summarize safety related problems that may result from working with electrical circuits used in this cluster to demonstrate a broad understanding of health and safety concerns.

ARC06.05 Apply safety procedures in operating equipment commonly used within the career pathways involved in this cluster to demonstrate a broad understanding of important safety practices.

ARC06.06 Examine and summarize the lifestyle implications and physical demands required by work activities common in the arts, audio/visual, technology and communications cluster to demonstrate a broad perspective regarding the nature of work in the industry.

ARC06.07 Demonstrate personal safety habits and procedures while on work related assignments in various locations beyond the business site to ensure personal safety and well-being.

ARC08.01 Exhibit ethical conduct in writing, creating, printing, broadcasting, and performing to uphold high standards for behavior in the industry.

ARC 08.02 Analyze and apply laws affecting arts, technology and communication enterprises to maintain up-to-date compliance with key regulations influencing the industry.

ARC09.01 Explain written organizational policies, rules and procedures common to careers in arts, AV, technology and communication fields to help employees perform their jobs.

ARC 09.03 Identify, examine and select career opportunities in one or more arts, AV, technology and communication related career pathways in order to explore career options.

ARC10.01 Demonstrate the use of technical knowledge and skills that relate to pathways in this cluster to allow for mobility among numerous career options within the family of related occupations.

ARC10.02 Summarize knowledge of the systems within various pathways contained in the cluster to keep abreast of new technological advancements and tools important to work in this industry.

ARPC01.01 Demonstrate an awareness of the performing arts in various cultures to build an understanding of the nature and scope of performing arts in society.

ARPC01.01 Demonstrate an awareness of the performing arts in various cultures to build an understanding of the nature and scope of performing arts in society.

ARPC01.03 Analyze and demonstrate basic movement content in dance to gain basic skills in performing fundamental elements of the art form.

ARPC01.04 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles and processes used in the art form. principles and processes used in the art form.

ARPC02.01 Demonstrate (alone and with others) vocal or instrumental performance that includes a varied repertoire of music to show competence with fundamental elements used in the art form.

ARPC02.02 Analyze aural examples of various repertoires of music representing diverse styles, cultures and historical periods to represent diverse styles, cultures and historical periods to build a historical perspective of the art form.

ARPC02.03 Demonstrate knowledge of music theory to build an understanding of fundamental themes and patterns in the art form.

ARPC03.01 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media to acquire an understanding of key issues affecting the creation of characters included in texts.

ARPC03.02 Demonstrate acting technique to build a repertoire of skills for participating in the art form.

ARPC03.03 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of the performing arts to build a perspective regarding individual roles involved in the art form.

ARPC 03.04 Write stage, film, television, or electronic media scripts in a variety of traditional and current formats to demonstrate fundamental skills involved in creating the art form.

	<p>ARPC 03.05 Summarize and explain commercial aspects of performing arts to demonstrate knowledge of the external and internal influences on this pathway.</p> <p>ARPC 04.01 Analyze and explain how technical design (lighting, sound, costumes, make-up, etc.) contributes to performance in order to build an understanding regarding the use of technical aspects to enhance productions.</p> <p>ARPC 04.02 Research past and present production stage sets, costumes, lighting, and other effects that support a performance in order to build an understanding regarding the use of technical aspects to enhance productions.</p> <p>ARPC04.03 Demonstrate how technology may be used to reinforce, enhance, or alter performances to build an understanding of the technical aspects used to enhance a production.</p> <p>ARPC 04.04 Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the various arts to build an understanding of various influences on the performing arts.</p> <p>ARPC 04.05 Analyze stage and production management to acquire an understanding of all facets involved in the art form.</p>
<p>Assessment</p>	<p>Workplace assessments. Students will be able to analyze resources to gain an understanding of key topics related to a workplace environment by completing guided notes. Topics will include health and safety in the work environment. An understanding will be demonstrated by identifying types of risks and injuries in the environment. Creating a safe work environment by learning how to safely setup Audio/visual equipment and identify the hazards that may occur while setting up will be assessed by practicing the set</p>

	<p>up required for the task. Students will identify workplace ethics and laws/regulations in order to learn how to create a legal business.</p> <p>Music assessments. Demonstrate alone or with others vocal or instrumental performance by showing progress made in reading music and confidence. Demonstrate knowledge of musical styles that represent specific historical periods and cultures. Identify the elements of music that produce an expressive effect.</p> <p>Theater and playwriting assessments. Show skills of acting and perform characters accurately by studying actions and tone of the play or skit. Analyze how costume, lighting, sound, etc contributes to performance. Identify classical or contemporary acting techniques. Perform both classical and contemporary acting techniques.</p>

Activities	
Week 1	Music study (piano). Workplace assessments.
Week 2	Music study (piano). Workplace assessments.
Week 3	Music study (guitar). Music assessments
Week 4	Music study (guitar). Music assessments
Week 5	Music study (Piano). Music assessments

Week 6	Music study (Piano). Theater and playwriting assessments
Week 7	Music study (guitar). Theater and playwriting assessments
Week 8	Music study (piano). Workplace assessments.
Week 9	Music study (piano). Workplace assessments.
Week 10	Music study (guitar). Music assessments
Week 11	Music study (guitar). Music assessments
Week 12	Music study (piano). Workplace assessments.
Week 13	Music study (piano). Workplace assessments.
Week 14	Music study (guitar). Music assessments
Week 15	Music study (guitar). Music assessments
Week 16	Final Presentation

Elective Course Description

Course Name	Plant systems and Greenhouse
Course Number	TBD
Length of Course	One Quarter
Grade Level	6-12
Credit Type	0.25 Elective per Quarter
Grading Scale	TBD
Course Prerequisite	N/A
Course Summary	<p>This course is based on the Agriculture, Food and Natural Resources Cluster and Plant Systems Pathway from the Advance CTE standards recommended by the Alaska Department of Education and Early Development.</p> <p>People who work in the Plant Systems pathway study plants and their growth. This helps producers of food, feed and fiber crops continue to feed a growing population while conserving natural resources and maintaining the environment. Individuals in this pathway also develop ways to improve the nutritional value of crops and the quality of seeds. They use genetic engineering to develop crops resistant to pests and drought.</p> <p>Students in this course will learn these skills in order to prepare themselves for a career in agriculture/food production, but also in order to increase their subsistence skills to benefit themselves and the community.</p>

Primary Materials	Computer, computer charger, writing utensil, paper, gloves, greenhouse supplies	
Standards		
	Professional/Industry	Technical Knowledge
	<p>Professional/Industry Standards</p> <p>AGC06.02 Assess and control types and sources of workplace hazards common to the AFNR industry in order to demonstrate a working understanding of key health and safety concerns</p> <p>AGC02.02 Employ the use of technical information effectively to maintain and communicate records and reporting procedures commonly used in the AFNR cluster</p> <p>AGC 09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster</p> <p>AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved</p> <p>AGC 10.03 Compare and contrast issues affecting the AFNR industry including:</p>	<p>Management and Production</p> <p>AGPB01.01 Produce and manage plants in both domesticated and natural environments using application of principles of anatomy and physiology to enhance plant production</p> <p>AGP 01.03 Examine and apply fundamentals of production and harvesting when producing plants to demonstrate plant management and production techniques</p> <p>AGC 10.02 Use tools, equipment, machinery and technology to work in areas related to AFNR</p> <p>Product Technical Knowledge</p> <p>AGPB01.02 Examine and explain basic plant anatomy and physiology using taxonomic and other classifications to build a working understanding of functional differences among plant structures</p> <p>AGPE01.03.02 Examine biological and physical characteristics to identify and classify natural resources.</p>

	<p>biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry</p> <p>AGC 09.01 Explain written organizational policies, rules and procedures common to the AFNR workplaces to ensure employees perform job functions effectively.</p> <p>AGC 06.03 Examine and summarize importance of health, safety, and environmental management systems in AFNR organizations to express their importance to organizational performance and regulatory compliance</p> <p>AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR</p> <p>AGC06.01 Maintain safe and healthful working conditions and environment that adhere to employee rights and responsibilities and employer</p>	<p>AGPE01.05.03 Recognize symptoms of animal and plant diseases.</p> <p>AGPE01.05.04 Describe how to report observance of disease infestations. Use appropriate techniques and equipment when working with biohazards. Employ appropriate techniques to prevent the spread of animal and plant diseases. (Recognize insect types and available controls used to prevent insect infestation. Sample Indicators Identify and classify insects. Identify insect damage signs.)</p> <p>AGPE01.05.06 Describe how to report observance of insect infestation. Treat insect infestation using appropriate insecticides</p>
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	<p>AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources</p> <p>AGC03.01 Access and utilize suitable resources to identify and study public policies, issues and regulations impacting AFNR management</p> <p>AGC05.01 Examine and summarize roles within teams, work units, departments, organizations, interorganizational systems, and the larger environment to understand the nature and scope of AFNR organizations and the AFNR-industry</p>	
<p>Assessment</p>	<p>Skills and Knowledge Based Assessments</p> <p>Project 1: Research ways that the greenhouse can provide experience opportunities or give career advancements. Analyze the AFNR rules and regulations and compare how it can affect the community around the greenhouse. Research and describe how the AFNR rules and activities can affect the environment around it.</p> <p>Project 2: Describe the importance of the health and environmental rules and regulations. Research any hazards and safety concerns, and determine how these issues can be made safer. Students must maintain safe and healthy working conditions by following industry rules.</p> <p>Project 3:</p>	

	<p>Research ways that different tools could be helpful to the production of the plants and the advancement of the greenhouse. Analyze the differences between wild grown and farmed plants and practice harvesting techniques to maximize the production of the plants and profit.</p> <p>Project 4: Research plant biology and compare and contrast how biologies differ from plant to plant. Research and compare how different pests and diseases affect plants and the animals around them. Identify ways to get rid of pests and control diseases.</p>
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Activities	
Week 1	Create work schedules and charts, feed fish, water plants, make note of how many aphids are on the plants. Research soil types.
Week 2	Clean fish tank, feed fish, water plants, make note of how many aphids are on the plants, ph testing. Feed fish, water plants, make note of how many aphids are on the plants, drain excess water out of the beds, evaluate how students have contributed to the functioning the greenhouse.
Week 3	Find new plants to grow in the greenhouse, see how much the plants have grown, feed fish, water plants, make note of how many aphids are on the plants, and spray aphids. Research ways to improve the greenhouse, find ways to eliminate harmful insects in the greenhouse, feed fish, water plants, make note of how many aphids are on the plants, clean fish tank, sell plants
Week 4	Research ways to create funding for the greenhouse, clean green house, feed fish, water plants, make note of how many aphids are on the plants, drain excess water out of the beds.

	Make a plan to generate revenue/funding for the greenhouse and collaborate with the district and school board. Water and soil tests, feed fish, water plants, make note of how many aphids are on the plants, ph testing
Week 5	Group plants. One group that is outside, one that has un-treated soil, one that has treated soil. Chart the growth of these throughout the quarter, feed fish, water plants, make note of how many aphids are on the plants
Week 6	Find ways to make the plants healthier and increase the production, feed fish, water plants, make note of how many aphids are on the plants. Find what plants would grow better in what soil, learn the different parts of a plant and what each part does. Identify each part of a plant. Describe how each affects the growth of a plant. Explain what plants have what parts and how they are different from other plants
Week 7	Perform manual labor for the other greenhouse beds, feed fish, water plants, make note of how many aphids are on the plants
Week 8	Plant plants in the outdoor beds, ph testing
Week 9	Sell any excess plants that could not be used by the school. Clean the greenhouse, feed fish, water plants. End of quarter/semester assessment, harvest any plants that need to be harvested.

Elective Course Description

Course Name	Programming and Software Development Entrepreneurship
Course Number	TBD
Length of Course	One Semester
Grade Level	6-12
Credit Type	0.5 Elective Per Semester
Grading Scale	A-F
Course Prerequisite	N/A
Course Summary	<p>Programming and Software Development: This course will benefit students who wish to have programming and software development related careers. Software Development involves IT programming and maintaining IT systems. Careers in Programming and Software Development involve the design, development, implementation, and maintenance of computer systems. Students will learn the information to solve problems requiring knowledge of computer operating systems, programming languages and software development. People with expertise in programming and software development work with cutting-edge technologies. While many of the career opportunities in this area are in software companies, large organizations of other types of business, like Financial Services and Business also offer many opportunities. People with expertise in programming and software development are in high demand, doing work such as creating the software that launches and runs NASA space shuttles.</p>

<p>Primary Materials</p>	<p>Computer, Internet, Coding software, instructional materials (books, videos, online mini-classes).</p> <p>Development Tools</p> <ul style="list-style-type: none"> ● Compilers ● Linkers ● Assemblers ● Debuggers ● Performance Analysis Tools <p>Coding languages:</p> <ul style="list-style-type: none"> ● Python <ul style="list-style-type: none"> ○ making websites ● Scala ● Java script <ul style="list-style-type: none"> ○ making web-like apps ● C, C+, and C++ <ul style="list-style-type: none"> ○ making video games
<p>Standards</p>	<p>ITCo2.01 Develop positive customer relations to build and maintain a customer base in the IT industry.</p> <p>ITC 10.02 Perform scheduling functions to meet customer needs.</p> <p>ITC02.02 Use product/service design processes and guidelines to produce a quality IT product/service.</p> <p>ITC03.01 Implement problem-solving processes to evaluate and verify the nature of problems in the IT industry and the nature of problems in the IT industry.</p>

ITC03 02 Employ organization and design principles to sort and group information used in the IT industry.

ITC03.03 Implement cross-functional teams to achieve IT project goals.

ITC 05.02 Employ project management knowledge to oversee IT projects.

ITC 05.03 Apply standard practices and behaviors that meet legal and ethical responsibilities and exhibit positive cyber-citizenry to understand legal issues faced by IT professionals.

ITC 08.01 Identify and explain the implications IT has on business transformation and development to demonstrate an understanding of the impact on business.

ITC09.01 1 Compare classes of software associated with the development and maintenance information systems to develop software and maintain computer systems

ITC 10.02 Identify and compare new IT trends and technologies to build an understanding of their potential influence on IT practices.

ITC10.04 Summarize basic data communications components and trends to maintain and maintain and update IT systems.

ITC10.05 Demonstrate technical knowledge of the Internet to develop and maintain IT systems.

	<p>ITC 10.06 Access and use Internet services when completing IT related tasks to service and update IT systems.</p> <p>ITC 10.07 Install and configure software programs to maintain and update IT systems.</p> <p>ITC10.11 Recognize and analyze potential IT security threats to develop and maintain security requirements.</p> <p>ITC10.08 Demonstrate knowledge of Web page basics to build an understanding of Web page design and functioning.</p> <p>ITC10.09 8 Employ IT knowledge and procedures when configuring or modifying an operating system to ensure optimal system functioning.</p> <p>ITC10.13 Provide IT support and training to maintain proper network functioning.</p> <p>ITC10.12 Maintain computer systems to ensure optimal IT system functioning.</p> <p>ITC10.10 Perform standard computer backup procedures to protect IT information.</p> <p>ITC10.15 Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.</p> <p>ITC 10.14 Identify and describe quality assurance concepts to develop an understanding of the requirements for quality IT products/services.</p> <p>ITP 01.01 Identify and analyze customer software needs and requirements to guide programming and software development.</p>
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	<p>ITP 01.03 Identify and analyze system and software requirements to ensure maximum operating efficiency.</p> <p>ITP 01.02 Create and use IT-based strategies and project plans when solving specific problems to deliver a product that meets customer specifications.</p> <p>ITPD01.04 Demonstrate the effective use of tools for software development and to develop software applications.</p> <p>ITP 01.05 Design a software application using the software development process to deliver a product to the customer.</p> <p>ITP 01.06 Produce (code) a computer application to demonstrate proficiency in developing an application using the appropriate programming language.</p> <p>ITPD01.04 Demonstrate the effective use of tools for software development to develop software applications. This is a copy</p> <p>ITPD01.07 Implement software testing procedures to ensure quality products.</p> <p>ITPD01.08 Perform quality assurance tasks to produce quality products.</p> <p>ITP 01.09 Perform maintenance and customer support functions to maintain software applications.</p> <p>ITPD01.10 Develop and maintain a database to store information.</p>
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Assessment

Skills Based Projects

Software Development

Students will show mastery in the software development industry by employing IT knowledge to their applications. Installing software programs to their applications. Performing a computer backup procedure to ensure no file corruption. Maintaining a computer system to keep their applications. Analyzing potential IT threats in their software. Creating cross-functional teams to complete their project and employing project management to themselves during their time understanding the basics of artificial intelligence and software development.

Cyber Business

Students will show mastery in online business by applying legal and ethical practices to their actions. Performing standard computer backups to ensure no file corruptions. Using forensics to prevent security breaches in their business, and analyzing potential IT threats in their business. Overall, understanding how to create and use a business online.

Website Creation:

Students will show mastery of website creation by demonstrating internet knowledge of website coding by coding their website. Modifying and configuring operating systems to allow and align with certain applications. Providing IT support to maintain a network function. Installing software to update their IT systems and applications. Performing standard computer backups to ensure no file corruptions. Maintaining computer systems and recognizing IT security threats to prevent breaches and virus takeovers. And, using computer forensics to prevent security breaches. These will help them create, keep, and secure their website on the world wide web.

Game Development:

Students will show mastery of game development by installing software programs to help them develop their game. Using internet services to complete IT related tasks involving their game development. Maintain network functions and network connections. And, maintaining proper computer functions to help them develop a 2d game, AKA a two dimensional game.

Knowledge Based Assessments:

Students will use guided notes, short answer responses, and reflections to gain knowledge on the following topics.

- Recognize and analyze potential IT security threats to develop and maintain security requirements.
- Compare classes of software associated with the development and maintenance information systems to develop software and maintain computer systems
- Identify and describe quality assurance concepts to develop an understanding of the requirements for quality IT products/services.
- Identify and analyze system and software requirements to ensure maximum operating systems.
- Develop positive customer relations to build and maintain a customer base in the IT industry.
- Perform scheduling functions to meet customer needs.
- Use product/service design processes and guidelines to produce a quality IT product/service.
- Employ organization and design principles to sort and group information used in the IT industry.

Activities

Week 1	<p>Activities are based off of standards</p> <ul style="list-style-type: none"> ● Implement cross-functional teams to achieve IT project goals. ● Employ project management knowledge to oversee IT projects.
Week 2	<ul style="list-style-type: none"> ● Access and use Internet services when completing IT related tasks to service and update IT systems. ● Install and configure software programs to maintain and update IT systems.
Week 3	<ul style="list-style-type: none"> ● Recognize and analyze potential IT security threats to develop and maintain security requirements. ● Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.
Week 4	<ul style="list-style-type: none"> ● Demonstrate the effective use of tools for software development and to develop software applications. ● Design a software application using the software development process to deliver a product to the customer. ● Produce (code) a computer application to demonstrate proficiency in developing an application using the appropriate programming language.
Week 5	<ul style="list-style-type: none"> ● Identify and analyze system and software requirements to ensure maximum operating efficiency. ● Perform standard computer backup procedures to protect IT information.
Week 6	<ul style="list-style-type: none"> ● Implement problem-solving processes to evaluate and verify the nature of problems in the IT industry and the nature of problems in the IT industry.

	<ul style="list-style-type: none"> • Employ organization and design principles to sort and group information used in the IT industry.
Week 7	<ul style="list-style-type: none"> • Identify and compare new IT trends and technologies to build an understanding of their potential influence on IT practices.
Week 8	<ul style="list-style-type: none"> • Provide IT support and training to maintain proper network functioning. • Maintain computer systems to ensure optimal IT system functioning. • Perform maintenance and customer support functions to maintain software applications.
Week 9	<ul style="list-style-type: none"> • Implement software testing procedures to ensure quality products. • Perform quality assurance tasks to produce quality products. • Identify and describe quality assurance concepts to develop an understanding of the requirements for quality IT products/services.
Week 10	<ul style="list-style-type: none"> • Summarize basic data communications components and trends to maintain and update IT systems. • Demonstrate technical knowledge of the Internet to develop and maintain IT systems. • Perform maintenance and customer support functions to maintain software applications. • Develop and maintain a database to store information.
Week 11	<ul style="list-style-type: none"> • Compare classes of software associated with the development and maintenance of information systems to develop software and maintain computer systems. • Use product/service design processes and guidelines to produce a quality IT product/service.

Week 12	<ul style="list-style-type: none"> ● Create and use IT-based strategies and project plans when solving specific problems to deliver a product that meets customer specifications. ● Identify and analyze customer software needs and requirements to guide programming and software development.
Week 13	<ul style="list-style-type: none"> ● Apply standard practices and behaviors that meet legal and ethical responsibilities and exhibit positive cyber-citizenry to understand legal issues faced by IT professionals.
Week 14	<ul style="list-style-type: none"> ● Identify and explain the implications IT has on business transformation and development to demonstrate an understanding of the impact on business.
Week 15	<ul style="list-style-type: none"> ● Develop positive customer relations to build and maintain a customer base in the IT industry. ● Perform scheduling functions to meet customer needs.
Week 16	<ul style="list-style-type: none"> ● Demonstrate knowledge of Web page basics to build an understanding of Web page design and functioning. ● Employ IT knowledge and procedures when configuring or modifying an operating system to ensure optimal system functioning.



SOUTHEAST ISLAND SCHOOL DISTRICT

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Meeting: January 18, 2023 – Regular Board of Education Meeting

Category: Business Item

Subject: Board Policy Review - 1st Reading (BP 0000, BP 0100, BP 0200, BP 0210, BP 0410, BP 0411, BP 0420)

RECOMMENDATION

It is the administration's recommendation that the School Board move the Board Policy review of BP 0000, BP 0100, BP 0200, BP 0210, BP 0410, BP 0411, and BP 0420 to a second reading.

PERTINENT FACTS:

The review of these policies is part of the continuous, orderly review of existing policies that is discussed in Board Bylaw 9311, Board Policies. The policies being reviewed tonight are in Article 0, Philosophy-Goals-Objectives and Comprehensive Plans, and include:

BP 0000, Concepts and Roles

BP 0100, Philosophy

BP 0200, Goals for the School District

BP 0210, Goals for Student Learning

BP 0410, Nondiscrimination in District Programs and Activities

BP 0411, Service Animals

BP 0420, School-Based Management/Site Councils

RECOMMENDED MOTION:

Move the Board Policy review of BP 0000, BP 0100, BP 0200, BP 0210, BP 0410, BP 0411, and BP 0420 to a second reading.

BP 0000 Concepts and Roles

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the Board adopts the following definitions for the development of sound and responsible educational policies:

- . "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.
- . "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.
- . "Objective" means a specific accomplishment to be achieved which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Review and Evaluation)

The Board believes that in order for education to succeed there must be an ongoing partnership between educators, parents/guardians, students, and the community. The Board encourages the participation of all segments of the community in order that an educational climate is created which promotes the positive and healthy development of each child.

Legal Reference:

ALASKA STATUTES

[14.03.010](#) *Establishment of school system*

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.040](#) *Establishment of local schools*

[4 AAC 05.060](#) *Extensions of time in which to establish local schools*

Reviewed 1/15

Adoption Date: 04/09/98

Southeast Island School District

BP 0100 Philosophy

Note: The following paragraph reflects state education policy as stated in [AS14.03.015](#), enacted by c

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Note: The following sample language augments state policy and may be revised or deleted as deemed

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

Understanding and Supporting Healing

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as a Native place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

ALASKA STATUTES

[14.03.015](#) *State education policy*

[14.08.111](#) *Duties*

Reviewed 1/15

Revised 09/2019

Adoption Date: 04/09/98

Southeast Island School District

BP 0200 Goals for the School District

Note: [AS 14.07.165](#) (Ch. 173, SLA 1990) requires the State Board of Education to adopt statewide goals and to require that each governing body adopt written goals consistent with local needs. In 2003, the State Board adopted the goals and indicators of the No Child Left Behind Act, [20 U.S.C. 6301-7941](#) that by 2013-14, all students will reach proficiency or better in language arts and mathematics. [AS 14.03.120](#) (Ch. 173, SLA 1990) requires districts to annually file and make available to the public a report that establishes district goals and priorities and includes plans for achieving these goals and the means of measuring district achievement. Districts are required to encourage public participation in the preparation of this report.

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

(cf. 0420 - School-Based Management)

The Board shall adopt written goals for the school district, which reflect local needs. These goals shall be consistent with Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

(cf. 0000 - Concepts and Roles)

(cf. 0100 - Philosophy)

(cf. 3100 - Budget)

The Superintendent or designee shall annually file with the State Department of Education and Early Development and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching it's goals and priorities.

(cf. 0500 - Review and Evaluation)

(cf. 0510 - School District Report Card)

Legal Reference:

ALASKA STATUTES

[14.03.120](#) *State education policy*

[14.07.165](#) *Duties*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.800](#) *Goals and indicators*

[4 AAC Chapter 4](#) *Statewide goals*

Revised 5/04; Reviewed 1/15

Adoption Date: 04/09/98

Southeast Island School District

BP 0210 Goals for Student learning

The School Board believes that a quality education provides an opportunity for each student to develop:

- . Reasoning skills and an appreciation of logic.
- . The concept of self-worth and the ability to exercise self-discipline.
- . A positive attitude toward responsible citizenship.
- . Mastery of the basic skills in mathematics, technology, reading, language arts (including reading, oral and written communication), the sciences, foreign languages and fine arts.
- . Skills and other competencies leading toward economic independence consistent with the individual's interest and basic potential.
- . An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
- . An awareness and understanding of the heritage, ideals and contribution of various cultures, races and countries.
- . The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature.
- . Recognition of the importance of physical and mental health.
- . An ability to adapt and participate constructively in a changing society.
- . An understanding of the relationship of people and their environment.
- . Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

(cf. 6143 - Courses of Study)

Legal Reference:

ALASKA STATUTES

[14.03.015](#) *State education policy*

Revised 2/01, 12/06

Reviewed 1/15

Adoption Date: 04/09/98

Southeast Island School District

BP 0410 Nondiscrimination in District Programs and Activities

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. [AS 14.18.101-.100](#) prohibit discrimination on the basis of gender and race. [AS 14.18.090](#) provides that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

The School Board is committed to equitable opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, gender identity, sexual orientation, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful discriminatory practices. The Board shall promote programs which ensure that discriminatory practices and disproportional impacts are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The Superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

(cf. 0411 - Service Animals)

(cf. 6164.2 - Guidance Services)

Note: Federal Regulations ([45 CFR, Section 86.9](#)) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

The Superintendent shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination)

(cf. 5145.6 - Notifications Required by Law)

(cf. 6164.2 - Guidance Services)

(cf. 6178 - Vocational Education)

Legal Reference:

ALASKA STATUTES

[14.18.010-14.18.100](#) Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500-4 AAC 06.600](#) Prohibition of Gender or Race Discrimination

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, [42 U.S.C. §§ 2000d-2000d-7](#)

Title IX, Education Amendments of 1972, [20 U.S.C. §§ 1681-1688](#)

Vocational Rehabilitation Act of 1973, Sections 503 and 504, [29 U.S.C. § 794](#)

Individuals with Disabilities Education Act, [20 U.S.C. §§ 1401-1491](#)

Americans with Disabilities Act, [42 U.S.C. §§ 12101-12213](#)

Age Discrimination in Employment Act, [29 U.S.C. §§ 621-634](#)

Revised 2/95, 9/01, 08/2019

Reviewed 1/15

Adoption Date: 04/09/98

Southeast Island School District

BP 0411 Service Animals

Note: Federal regulations implementing Title II of the Americans with Disabilities Act were amended in 2010 to broaden the right of individuals with disabilities to be accompanied by their service animals on school property. The new regulations, which take effect March 15, 2011, include a clear requirement that individuals with disabilities be permitted to be accompanied by their service animals in all areas of a public entity's facilities where the public and school participants are allowed. Additionally, public entities are to modify existing policies, practices, and procedures to permit the use of service animals.

The following language was adapted from the Service Animal policy of the Anchorage School District.

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Public Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in Employment)

Individuals with disabilities may be accompanied by a working service animal individually trained to do work or perform tasks for the benefit of the individual. The Superintendent or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.

(cf. 1260 - Visits to the Schools)

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. The care and supervision of service animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis in the discretion of the building administrator.

Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to

pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

A school administrator may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal's handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

Note: Under the ADA regulations, a service animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, is required to be permitted in schools as a "service animal."

"Service animal" includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, well-being, comfort, or companionship.

Note: District personnel should not make prohibited inquiries regarding the use of a service animal. Specifically, individuals should not be asked about the nature or extent of the disability and, as a general rule, documentation that the animal has been certified, trained, or licensed as a service animal, cannot be required. To determine whether an animal qualifies as a service animal, the person may be asked if the animal is required because of a disability and what work or task the animal has been trained to perform. If it is clearly observable that the animal is trained to do work or perform tasks for the person (such as a dog observed to be guiding a person with sight impairment or a dog pulling a wheelchair), then no further inquiry should be made regarding whether or not the animal qualifies as a service animal.

Legal Reference:

UNITED STATES CODE

[42 U.S.C. 12101](#), *et seq.*, *Americans with Disabilities Act*

[29 U.S.C. 794](#), *Section 504 of the Rehabilitation Act*

CODE OF FEDERAL REGULATIONS

[28 C.F.R. Part 35](#), *Nondiscrimination on the Basis of Disability in State and Local Government Services*

[28 C.F.R. Part 41](#), *Nondiscrimination on the Basis of Handicap in Federally Assisted Programs*

[29 C.F.R. Part 1630](#), *Implementing the Equal Employment Provisions of the Americans with Disabilities Act*

ALASKA STATUTES

[Title 18, Chapter 80](#), *Discriminatory Practices Prohibited*

[AS 11.76.130](#), *Interference with Rights of Physically or Mentally Challenged Person*

Added 09/2019

Adoption Date: 04/09/98

Southeast Island School District

BP 0420 School-Based Management/Site Councils

The School Board believes that culturally responsive, shared decision making at the site level can improve school performance and individual student achievement. The Board supports the involvement of staff, students, parents/guardians and the community in such decision making. The School Board encourages the use of site councils in developing policies and programs that respond to the unique cultural and traditional needs and characteristics of individual schools in accordance with district goals.

(cf. 0200 - Goals for the School District)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 0510 -School District Report Card)

(cf. 8000 - Advisory School Councils)

Legal Reference:

ALASKA STATUTES

[14.03.120](#) *Education planning*

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.010 - 4 AAC 05.090](#) *Local Education*

Reviewed 1/15

Revised 09/2019

Adoption Date: 04/09/98

Southeast Island School District

Alaska Education Update

Tracking Legislative Information

January, 2023

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Legislative Information Sources

BASIS: akleg.gov

The [homepage](#) of the legislature’s site has tabs at the top for floor calendars and committee hearings (“Daily Schedule”), among other things.



Tracking Legislation in BASIS

One of the tabs on the left-hand side of BASIS is [BILLS & LAWS](#), which has links to legislation, committees, hearings, and many ways to sort and find information on legislation. Some links in BILLS & LAWS are:

- [Actions by Date](#) – All floor action on all legislation for any one date, including committee reports, floor votes, and when legislators cosponsor a bill.
- [Committees/Bills in Committee](#) – Links to committees; you can find information on committee members, hearings, legislation that has been referred to, and legislation that has been sponsored by committees.
- [Sponsor Summary](#) – All legislation sponsored by a particular legislator or committee, for example all legislation that Sen. Stevens has sponsored, or all legislation that the Senate Rules Committee has sponsored. Legislation from the governor is always sponsored by the Rules Committees.
- [Subject Summary](#) – All legislation under a particular subject, for example, all education-related legislation.
- [Bill Tracking Management Facility](#) (BTMF) – Allows a user to set up an account and choose bills to receive email notification of action on, including being scheduled for a hearing or a floor vote. It's very helpful if you're tracking a particular bill and don't want to keep checking BASIS.

For BTMF, and anywhere in BASIS, actually, you do not need to capitalize or use any spaces. For instance, you do not need to type HB 5, but can simply type hb5.

Status of Legislation – The best way to find the status of a particular bill is to look the bill up in BASIS. On every page on the legislature's website is a search field where you can enter a bill number (once again, no need to capitalize or use spaces). Once you pull up the bill, scroll down and click on the link on the right-hand side of the page to "Display Committee Action with Bill History," and it will show all the hearings a bill has had. For more information on a bill, there are six tabs just above the link to display committee action:

- **Actions** – Floor actions and committee hearings a bill has had
- **Full Text** – Every version of the bill that has been read across on the floor (does not include proposed committee substitutes that have been heard in committee meetings but have not yet been read on the floor)
- **Fiscal Notes** – All fiscal notes that have been read across on the floor (does not include fiscal notes that have been discussed in committee meetings but have not yet been read on the floor)
- **Amendments** – All amendments as they are offered on the floor (does not include amendments offered in committee meetings)
- **Minutes and Audio** – All minutes, audio, and video of hearings

- **Documents** – All documents associated with a bill that a committee aide has posted in BASIS. This is where you will find sponsor statements, sectional analyses, written testimony that has been submitted to the committee, background documents, and proposed committee substitutes and fiscal notes that have not yet been read across on the floor. Once in a while items will be discussed in committee meetings that the committee aide has neglected to post in BASIS. That is unfortunate, but it does happen sometimes. In that case the only way you can get access to a document is if you can get the committee aide or the person providing it to the committee to email it to you.

An example of how a bill looks in BASIS:

BILL	SB 20	BILL
CURRENT STATUS	(S) EDC	VERSION
	Then FIN	
STATUS DATE	01/22/2021	SHORT TITLE OUT OF STATE TEACHER RECIPROCITY
SPONSOR(S)	SENATOR STEVENS	
TITLE	"An Act relating to recognition of certificates of out-of-state teachers."	

Bill Number: [Search Bill](#) [Next Bill](#) [Sponsor Statement](#)

Actions	Full Text	Fiscal Notes	Amendments	Minutes and Audio	Documents
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[Hide Committee Actions](#)

Jrn Date	Jrn Page	Text
1/8/2021	39	(S) PREFILE RELEASED 1/8/21
1/22/2021	39	(S) READ THE FIRST TIME - REFERRALS
1/22/2021	39	(S) EDC, FIN
1/22/2021	39	(S) REFERRED TO EDUCATION

[Similar Subject Match](#) or [Exact Subject Match](#)
[EDUCATION](#)
[LICENSING](#)
[SCHOOL DISTRICTS](#)
[SCHOOLS](#)
[TEACHERS](#)

Publications – On the left side of BASIS is the [Publications Tab](#), which is a page that has links to various publications, including:

- Directory of State Officials
- Alaska Constitution
- Citizen’s Guide to the Constitution
- Uniform Rules
- Constitutional Convention Files
- Executive Orders

- Administrative Codes, Regulations, & Alaska Statutes (You can also enter a statute number in the search field in BASIS, the same place you would enter a bill number, and pull up statutes that way.)
- Legislator and staff contact lists
- Handbook on Alaska State Government
- Guides to the budget process and the legislative process
- Many other publications

Text Message Notifications - You can also receive notification of action on legislation through text message. To receive text message updates, text a bill number to **559-245-2529**. You do not need to capitalize or use any spaces. For instance, you do not need to text HB 5, but can simply text hb5. (The number is not working as of January 11, 2023, but I've been told it will be working soon.)

Legislative Information Offices – In addition to handling all teleconferences, Legislative Information Office staff are there to help people find information, including helping you find your way around BASIS. The eighth tab down on the left in BASIS will take you to [a list of Legislative Information Offices](#). From there, you can click on a specific LIO and get information on the location, phone number, email address, office hours, parking information, and legislators for that office. You can call the Juneau LIO (the main Legislative Information Office) at 907-465-4648.

Gavel to Gavel

Gavel to Gavel is an independent source for audio and video of legislative hearings, floor sessions, and press conferences. Audio and video of legislative hearings are available in BASIS, but Gavel to Gavel is the only source for audio and video of floor sessions and press conferences. Gavel to Gavel homepage: ktoo.org/gavel/

House & Senate Majority & Minority Press Releases

The House and Senate Majorities and Minorities all have press officers, and they are a good source for current legislative news via their press releases. They send out announcements when legislation is introduced or passed, on press conferences, and sometimes when legislation is scheduled for a hearing or moved from committee.

To contact press officers or to get on email distribution lists, scroll down to the bottom of any page on BASIS and on the right are links to caucus websites.

Individual Legislator Newsletters

Many legislators send out newsletters regularly. You may want to subscribe to your own legislators' newsletters. To access a legislator's newsletter, go to the page of the caucus they belong to and click on a legislator's name to view and subscribe to their newsletters. This function may not be available for all legislators.

Social Media

Twitter is the most useful social media platform for tracking up-to-the-minute legislative information. Journalists often tweet during hearings, press conferences, and floor sessions, and many legislative staff and legislators also tweet regularly. Twitter is a hot mess right now, and I don't know if it will remain reliable, but so far it is still active for legislative news.

One way to follow specific topics on Twitter is to use hashtags (#). The hashtag for following the Alaska State Legislature is [#akleg](#). You can also subscribe to curated lists that people put together. I've put together a list of legislators, staff, and legislative reporters, which aggregates all tweets from the people on the list. Here's [a link](#) to my Alaska State Legislature Twitter list.

The nice thing about Twitter is it's what's known as a microblogging platform. Posts are limited to 280 characters, which means you can scroll through all the [#akleg](#) tweets and get up to speed with what's going on very quickly.

The Budget Process

The Legislative Finance Division's [Swiss Army Knife](#) is the definitive guide to the legislature's budget process.

Any legislation with a fiscal impact, including the governor's proposed operating and capital budgets, is referred to the finance committees. The finance committees are the last committee of referral for legislation. This means that if legislation has committee referrals in addition to finance, it goes to those committees first. Bills that are solely budget bills are referred only to the finance committees.

Although the governor's budgets are introduced concurrently in both the house and the senate, it has historically been the house version of the operating and mental health budgets, and the senate version of the capital budget that are passed. However, beginning with Covid in 2020, the budgets have all been rolled into one bill.

The finance subcommittees review the governor's operating budget requests for each state agency and then make a report to the full finance committee with changes they have made to the governor's budget requests. The finance committees then usually accept the recommendations of the subcommittees, but will sometimes change some items. Eventually, a version of each budget will make it to the floor of the house and the senate, where additional amendments may be made. The House Education Committee does not have any jurisdiction over the base student allocation, but just the budget for the Dept. of Education & Early Development.

The house and senate pass different versions of the budget. The legislation then goes to a conference committee to negotiate a final bill. The conference committee will put together their own committee substitute when the members come to agreement on all the items in the budget. The house and the senate then vote to adopt the conference committee substitute. Once the house and senate pass the same version of a budget, it is sent to the governor, who then has the option to make partial or total line item vetoes.

The 24-Hour Rule

When the operating budget passes in the senate, it will be returned to the house for concurrence (a fancy way for the senate to say, “We know you will just love what we did with this thing and vote to accept our changes”). I can guarantee you the house will not concur with the senate amendments to the bill.

The house will then send the bill back to the senate, asking them to recede from their amendments (a fancy way for the house to say, “No thank you, we like our bill better; vote for our bill”). I can guarantee you that will not happen either.

At that point, a conference committee consisting of three members of the House Finance Committee and three members of the Senate Finance Committee will be appointed. The conference committee has always consisted of the co-chairs of each committee and a minority member of each committee. However, there are no minority members on the Senate Finance Committee this year.

Once the conference committee for the operating budget is appointed, under [Uniform Rule 23 \(d\)](#) committee chairs are only required to give 24-hour notice to hear a bill. That is the 24-hour Rule, and things speed up considerably at that point. In fact, “24-Hour Rule” is somewhat of a misnomer, as notice is just given a calendar day before the hearing, which is often less than 24 hours.

Even without the 24-Hour Rule in place, bills that have already been heard in committee or that have previously been scheduled for a hearing, even if they weren’t taken up, can be taken up at any point in the future under “Bills previously heard/scheduled.” Toward the end of session things move really fast, and often members of the public and the press don’t hear about a piece of legislation being heard in committee until after the fact.

This is where Twitter really comes in handy, as there is almost always someone who will tweet when a bill is added to a committee’s schedule on short notice, such as under the 24-Hour Rule or when a bill is brought up again under “Bills previously heard/scheduled.”

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 214 • Exemplary Stakeholder Nominations

ASC Agenda

Barry C. Stewart Kasaan School
11/21/2022

Call to order: 4:08pm

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

Approve the Agenda : Jessica motions to approve the agenda, Andy Seconds.

Approval of last meeting minutes: Jessica motions to approve, Andy seconds.

Adjustments to agenda:
Debit card and getting Mikes name on it.

Treasury report: Teri does not have Sept. Bank statement. Last she looked at was Aug. We need to be reimbured from the district for the Food and services. \$150 The reimbursement will be put in Lili, Judah and Anna's sports accounts. Mike has to send in a check request for the kids cleaning. He will be doing that this month.

Terry is going to dispute the education.com charge from the bank account. She will try to get the money back. \$119.88.

Still trying to get all the paperwork figured out at the bank.

Lead teacher report:

First Mike wants to thank everyone for the board meeting and the meals and support. Great turnout and the meeting went really well.

Talked about the library and the gym. We are low on the list of priorities. So it might be a while before it gets done. Jessic said -Sheri does know about the libraries power problems. We might be able to get extra funding by writing a grant to get the funding needed to fix the 3 sided building. Teri volunteered to write the grant.

Teri said - Teri would like to see the library get done a little quicker. The School is getting a bad reputation for not getting anything done.

Mike wanted to let people know that Amanda is working hard on the Thanksgiving dinner so he would like to see all the kids eat.

We are working on the paraprofessional for Jason. Dorothy will be trying to get qualified. She will need to pass the praxis test. We will help her any way we can.

One of the projects we want to do is bottle all the carrots from the green house. Mike would like to get approval to buy some meat so he can make stew. If we would like to keep doing we should think about getting a pressure cooker. Mike motions to spend 100.00 on meat, Karen Seconds. Motion passed.

Christmas party- We would like to do the pot luck style again. We are worried that people will not bring food. We need to make sure there is enough. Andy will ask Josh to be the Santa. We will have the kids color the invitation and put them in their boxes. Angel tree has one person signed up. We need to make sure that every child has a gift. Maybe next year we will have people apply if they would like their kids to get gifts and the gifts will be given out and opened at their homes not at the party. We will start calling or messaging people to see if they are interested in buying a gift.

Jessica motions to set aside \$25 per kid to get gifts for those kids that do not get chosen. Andy seconds. Motion passed.

Jessica motions to set aside \$100 for hot chocolate and refreshments. LaNeice seconds. Motion passed.

We will have a little program with music and such from the kids. We will just have cookies and refreshments instead of dinner.

Kasaan Covered play area, boiler room, library update- all this was discussed up above in the Teachers report. We did get the tape machine, so we can get it set up to get the lines drawn on the court. We just need paint and tape and painting supplies.

Vacuum purchase - Jessica motions to set aside \$1500.00 for the vacuum. Karen seconded. Motion passed

Board meeting in Kasaan food fundraiser - Terry is looking into that.

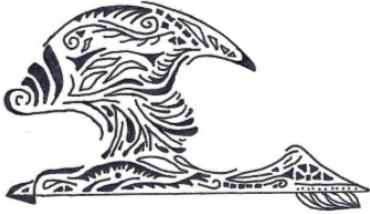
Teri wants more stuff on the play ground. She has already talked to sherry. There is also funding for after school tutoring.

New desks and chairs should be here by Dec. 1st.

Sports: They are really trying to find enough people to play on the High School basketball team. Archery is also starting. Mike has been doing practice. Mike is trying to find a place to shoot. LaNeice will talk to OVK to see if they can stay at the recycle center.

Reimbursements: talked about above.

Jessica motioned to adjourn the meeting at 5:22pm, Karen seconded. Motion carried.



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

November 17, 2022

3:00 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 LINKS, AGENDAS, NOTES, DATES & TIMES:

MEETING SCHEDULE: Hollis ASC Meetings, unless otherwise scheduled, are at 3:00 PM on the last Thursday of the month.

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

<https://drive.google.com/drive/folders/1Hhp4RZx04oJc61LCCitf90CZ2wCtLo7y?usp=sharing>

MEMBERSHIP: ALL Hollis Community members and Hollis School students and families are invited and encouraged to attend our Hollis Advisory School Council (ASC) meetings. Unless otherwise noted all meetings are in person at Hollis School or virtual via Google Meets at video call link:

<https://meet.google.com/whm-fbys-pgg>

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

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

https://drive.google.com/drive/folders/1R6_bq1457Ulp0HPQ1-ryGivSW-TE7fJP?usp=share_link

I. **Call to order:**

A. Time: 3:00PM

B. Individuals Present: Shane Nixon, Amanda Baker, Isaac Starkweather, Sophia Starkweather, Lisa Cates, CJ, Vasquez, Jose Vasquez, Peatmoss Adkison, Jaclyn Aspery, William Aspery,

II. **Approval of agenda:**

A. Motion to approve: Amanda Baker

B. Seconded: Isaac Starkweather

C. Any Discussion? Discussed paring down the agenda for future meetings. Things that have been carried over too long, will streamline it at this meeting.

D. All in Favor? Unanimous.

E. Any Opposed? No

F. Motion Passed? yes

III. **Approval of minutes from prior meeting ([w](#) Copy of October 27, 2022 Meeting Notes- Hollis ASC Meeting.docx):**

A. Motion to approve: Amanda Baker

B. Seconded: Isaac Starkweather

C. Any Discussion? None

D. All in Favor? Unanimous.

E. Any Opposed? No

F. Motion Passed? yes

IV. People to be Heard/Public Comment

- A. Any advance requests: Shaine Nixon
- B. Other: None

V. Administrative Reports:

A. Lead Teacher Report

- Communication, Events and Activity schedule for the 2022-2023 year:
 - Athletics: Updates Archery, Shooting, Wrestling:
We have a student joining the Craig basketball team. We have eight (8) students practicing with Coach Baker on the archery team.
 - Campus Maintenance (Water, Heat, Power, Building, Grounds, Vehicles)
We continue to have great support from the maintenance crew and the construction is proceeding marvelously. We anticipate starting the 2023-34 school year in the new building.
 - Personnel and Volunteer Programs - recruitment, hiring and retention:
We are recruiting students to substitute as janitorial.
 - Volunteer Opportunities:
 - Staff update on:
 - “How we Do School” progress and transition plans.
 - FY 2022-23 Academic focus updates: Alaska Studies and Civics
 - ½ Mile Creek
 - Food sustainability Grant programs
 - Hollis & Alaska Story: School Time Capsule
 - I Am... We Are
1. Schoolwide Plan (Supporting documents are located in this folder: [ASC Hollis Goals, Plans, Vision & Mission Work](#)
 - a) At least 2-3 times per year - *will discuss with principal and add this to our program.*
 2. Parent Engagement Plan (get parent/community input - insert link to document)
 - a) At least 2-3 times per year - - *will discuss with principal and add this to our program.*
 - b) We continue to have a standing calendared Tuesday Teacher Conversation times for parents to sign up for meetings. The Tuesday times are 12:00-12:30 and 4:00 to 4:30. Schedule a time at this Signup.com link: <https://signup.com/go/TTxFxnj>
 - c) We have also advertised for parents to join our students for breakfast and lunch with meals paid for by our ASC.

B. Administrative Report (Principal/Superintendent)

1. Federal Programs Presentation/Parent Advisory Committee
 - a) Link to survey (if applicable) *not currently available.*
 - b) At least 2-3 times per year: *will calendar with Administrator schedules. .*

C. Treasurer Report

1. See attached Treasurer's Report (link to report): [Hollis ASC Funds -Rev 11.2022](#)
2. Period for which report covers: 10.27.2022 thru 11.17.2022
3. Cash balance at beginning of period: \$6,102.10
4. Income received during the period: \$0.00
5. Expenses paid during the period: \$0.00
6. Cash balance at end of period: \$6,102.10

D. Discussion items only. Recommended motion:

1. Review Process and Procedures for Student Fundraising
2. Process to open new account still pending. Time is the issue. Will get it done over the holiday break.

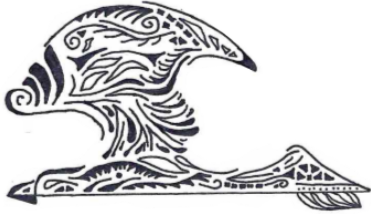
E. **New Business-**

1. Item # 1:
2. Recommended Motion: ASC loan funds to cover a students' college classes. Funds to be reimbursed by the Brightways grant after successful completion.
3. Motion to approve: Amanda Baker
4. Seconded: Isaac Starkweather
5. Any Discussion? Nonbe
6. All in Favor? Unanimous
7. Any Opposed? None
8. Motion Passed? Yes

VI. **Schedule Next Meeting:** Thursday December 15, 2022 3:00 PM

VII. **Adjournment:** 3:35 PM

- A. Motion to Adjourn by: Sophia Starkweather
- B. Seconded by: Jason
- C. All in Favor? Unanimous
- D. Any Opposed? No
- E. Motion Passed? Yes



Hollis School

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

Advisory School Council

Meeting Notes

December 15, 2022

3:00 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 LINKS, AGENDAS, NOTES, DATES & TIMES:

MEETING SCHEDULE: Hollis ASC Meetings, unless otherwise scheduled, are at 3:00 PM on the last Thursday of the month.

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

<https://drive.google.com/drive/folders/1Hhp4RZx04oJc61LCCitf90CZ2wCtLo7y?usp=sharing>

MEMBERSHIP: ALL Hollis Community members and Hollis School students and families are invited and encouraged to attend our Hollis Advisory School Council (ASC) meetings. Unless otherwise noted all meetings are in person at Hollis School or virtual via Google Meets at video call link:

<https://meet.google.com/whm-fbys-pgg>

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

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

https://drive.google.com/drive/folders/17xhILMsVHq2dOXaabAX7qIcVOHt58iLK?usp=share_link

I. Call to order:

A. Time: 3:00PM

B. Individuals Present: Amanda Baker, Isaac Starkweather, Sophia Starkweather, Lisa Cates, Julie Vasquez
(telephone),,

II. Approval of agenda:

A. Motion to approve: Amanda Baker

B. Seconded: Isaac Starkweather

C. Any Discussion? None

D. All in Favor? Unanimous.

E. Any Opposed? No

F. Motion Passed? Yes

III. Approval of minutes from prior meeting: [Copy of November 17, 2022 Hollis ASC Minutes](#)

A. Motion to approve: Sophia Starkweather

B. Seconded: Amanda Baker

C. Any Discussion? None

D. All in Favor? Unanimous.

E. Any Opposed? No

F. Motion Passed? Yes

IV. People to be Heard/Public Comment

- A. Any advance requests: None
- B. Other: None

V. Administrative Reports:

A. Lead Teacher Report

1. Schoolwide Plan (Supporting documents are located in this folder: [ASC Hollis Goals, Plans, Vision & Mission Work](#))
 - a) At least 2-3 times per year - *will discuss with principal and add this to our program.*
2. Parent Engagement Plan (get parent/community input - insert link to document)
 - a) At least 2-3 times per year - - *will discuss with principal and add this to our program.*
 - b) We continue to have a standing calendared Tuesday Teacher Conversation times for parents to sign up for meetings. The Tuesday times are 12:00-12:30 and 4:00 to 4:30. Schedule a time at this Signup.com link: <https://signup.com/go/TTxFxnj>
 - c) We have also advertised for parents to join our students for breakfast and lunch with meals paid for by our ASC.

B. Administrative Report (Principal/Superintendent)

1. Federal Programs Presentation/Parent Advisory Committee
 - a) Link to survey (if applicable) *not currently available.*
 - b) At least 2-3 times per year: *will calendar with Administrator schedules. .*

C. Treasurer Report

1. See attached Treasurer's Report (link to report): [Hollis ASC Funds -Rev 11.2022](#)
2. Period for which report covers: 11.17..2022 thru 12.15.2022
3. Cash balance at beginning of period: \$6,102.10
4. Income received during the period: \$0.00
5. Expenses paid during the period: \$0.00
6. Cash balance at end of period: \$6,102.10

Old Business:

D. Discussion items only. Recommended motion:

1. Review Process and Procedures for Student Fundraising
2. Process to open new account still pending. Time is the issue. Will get it done over the holiday break.

E. New Business-

1. Item # 1: SISD able to send multiple staff to the RTI conference which will all all to learn and collaborate and improve student instruction. The conference is at the end of January. If we send both teachers and paraprofessionals it will necessitate changing the adopted schedule to cancel school on the travel day and schedule a make-up day on one of our Fridays.

2. Recommended Motion: Move to change the current schedule, caNCEL school on the travel day and schedule a makeup day.
3. Motion to approve: Amanda Baker
4. Seconded: Isaac Starkweather
5. Any Discussion? None
6. All in Favor? Unanimous
7. Any Opposed? None
8. Motion Passed? Yes

VI. Schedule Next Meeting: Thursday January 25, 2023 3:00 PM

VII. Adjournment: 3:20 PM

- A. Motion to Adjourn by: Isaac Starkweather
- B. Seconded by: Lisa Cates
- C. All in Favor? Unanimous
- D. Any Opposed? No
- E. Motion Passed? Yes

Port Alexander ASC

Month of _____ December _____ Meeting

Date/Time: December 1, 2022

Attendance: Deb, Patrick, Sherry, Shanna, Molly, Julia

Meeting called to order by: Molly, Shanna 2nd, AIF

Motion to approve minutes : 3:40

Reports:

District Office:

Teachers -

Share Board Report

<https://docs.google.com/document/d/1ZWer5VIhKEpwLqcZkk6pnKsy1E6A1qx-zGL8Xe0QeGg/edit>

Treasurer: As of November 28, 2022, our ASC account has \$4,068.23. Shanna just deposited the \$500 community clean up donated by PA City Office. Molly wrote a check for \$260 for sweatshirts.

Student Council: NA

Old Business from November:

- Invoices were made to square up AAATTSA budget between SISD/THRIVE and PA ASC - waiting from SISD to see when that will get squared away.
 - Sherry will talk to Lucianne and Terri. Hopefully Sherry can just direct deposit into our ASC account because she is also an admin on the account.

New Business:

- January **BINGO** - January 20, 2022
- **Christmas Program** - December 15th - 11:00 at Bear Hall. Students will perform a concert, then santa will come, then we will have a potluck.
- **Wreath making** - Julia will have students make clay ornaments for later wreath assembly in art class the week of December 5-8. Adults will help make wreaths on December 14th. Time to be determined.
- **Secret Santa** - giving a handmade gift or a kind gesture for their secret santa. Julia will organize this next week in school

- **Update our School Crisis Plan** - Patrick will help get this organized and digitized for our site.
 - We will have this agenda topic at our January ASC Meeting.
- **Tsunami and skiff list** needs to be updated.
- **Calendar sell fundraiser** - will post on facebook to upload photos by Monday so Molly can order the calendars before the Bazaar on December 17th.
- **School Swag** - Julia will take orders for AAATTSA sweatshirt/t-shirt swag.

Comments:

Proposal of Maintenance Request - Julia will submit a proposal of maintenance so that staff and students can volunteer their time to update the buzzing lights at our school. Students and staff would like to help our maintenance staff because of high lights and ladder usage.

Adjournment: First _Shanna___ Second _Deb___ AIF passed Time: __4:12pm__

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

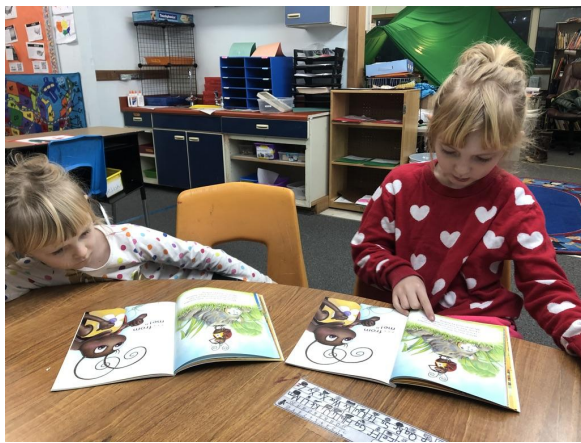
Mission: Together we will foster student skills to achieve their goals and thrive in an ever-changing world.

Goals:

1. Prepare students for postsecondary life
2. Provide sufficient and effective staff support
3. Increase communication district and community wide
4. Increase visibility to share lifestyle and increase enrollment

K-12 Grade

Even though it has been a very wet, dark November, we have enjoyed keeping our brains busy learning! First and foremost, we are making strong headway with our k-3 readers!



We were also lucky enough to get snow that stuck; so, everyone had fun playing outside during the snow fun!

We have an amazing parent volunteer that comes into the school to teach Small Engine Repair with our 7th grade student for the last hour of the day. The student is hoping to use his knowledge to fix his own outboard motor, as well as maybe make a go-cart of some kind.

We have had to get creative with middle school PE. Mr. Trischman and our 7th grader have been practicing knife throwing, and have been improving their knife throwing skills.

Christmas is right around the corner, ready or not! We are getting creative to include all the ideas our students have for the Christmas program!



There is a community Bazaar held in December, and the k-12 students thought it would be really cool to grow fresh cilantro, basil, dill, parsley, and chives to sell at the Bazaar as a fundraiser.

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

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

Goals:

1. Prepare students for postsecondary life
2. Provide sufficient and effective staff support
3. Increase communication district and community wide
4. Increase visibility to share lifestyle and increase enrollment



Lastly, I want to give a shout-out to our volunteers and staff in PA! We wouldn't be able to do it all without everyone's volunteered time, hard work, and brilliant minds! Thank you!



Goals that we are meeting:

- 1. Prepare students for postsecondary life - successfully reading in school - building positive relationships in school.
- 2. Provide sufficient and effective staff support - We have community volunteers as well as adequate staffing for all the different levels that need to be met.
- 3. Increase communication district and community wide - we are in close contact with admin planning for next year.
- 4. Increase visibility to share lifestyle and increase enrollment - Happy kids create positive experiences, which has helped two possible families moving here to PA next year.



Thorne Bay School

ADVISORY SCHOOL COUNCIL Minutes

Date: Thursday, November 10, 2022

Join Zoom Meeting:

<https://us02web.zoom.us/j/89469995649?pwd=NCtXNFZdUlzVmltSHcrYVJKTEMzZz09>

I. Call to order:

- A. Time: 1840
- B. Individuals Present: Tony Lovell; Kathrine Reynolds; Brandy Prefontaine; Amy Jennings; Anne Lusted; Kathryn Milton, Terri Kohn, Brandy Prefontaine, Joel Jenson, Lucette Lovell, Amy Jennings, Deidre Jenson

II. Approval of Agenda:

- A. Motion to approve: Amy Jennings
- B. Seconded: Terri Kohn
- C. Any Discussion? no
- D. All in Favor? –
- E. Any Opposed? no
- F. Motion Passed? (yes or no)

III. Approval of minutes from prior meeting: [TB ASC Sept Minutes](#)

- A. Motion to approve: Amy Jennings
- B. Seconded: Lucette
- C. Any Discussion? public comments; fun run; zeroed out on the archery – ASC does not oversee archery as of last year; full totals from admin have not been reported yet; some totals for thorne bay kits have come in; the rest is being left up to teachers; in service
- D. All in Favor? yes
- E. Any Opposed? no
- F. Motion Passed? yes
- G.

IV. People to be Heard/Public Comment

- A. Terri shared about the archery fundraiser; Fundraisers that involve spending money should come to the ASC for approval. Sherry approved District funds to purchase the lights for the archery fundraiser ; many kids have already earned their bows; 27 items sold already for the flashlight fundraiser; bought 2x everyth~~ing~~ for every site; Sherri wants to do something with the display ones and

some will be for sale at the bazaar; waiting to mid-december b/c of the craig event dec 10, Laura booked a table, so it would be redundant to have two tables selling the same thing.

B. Other: none

V. Administrative Reports:

A. Principal Report

1. Christmas dinner and program: Thursday, December 15th (last day of school; time TBD)

a) The City is in charge of the food; and will need to use the city's tables & chairs; Santa Clause will be there; people will not have to buy a table to attend; open to public; what you bring for a dish is assigned by last name; the other AJ Jennings is in charge of the dinner; kids will be working on stuff for the program; years past there were artistically done centerpieces that were set out and then auctioned at the end of the event; Lucette has volunteered to make centerpieces for the dinner & program;

b) Silent Auction? –

(1) Do we as an ASC want to do a Silent Auction? Deidre will throw a document out for people to coordinate to get donations for the silent auction; the students can help go around to businesses; a donation letter needs to be drafted for the kids/members to give donating businesses for their taxes;

2. CTE grant information: Large grant called the SOAR grant -

a) there is a huge grant for professional dev for community/staff member/ stipend; if they're doing outside their work, there's an extra duty stipend -- to be split between multiple districts for CTE equipment; for things like virtual welders virtual reality; to buy equipment; applied to state 25k CTE grant; Terri has been asking for "midnight run" metal artwork plasma CAM, can also do pipefitting; kids could use this to do fundraisers; could be very nice for the tourist boats coming in

3. Awards throughout the year.

a) kids need to decide what those awards should be; so there was a conversation with the students; ABCS of Success; Academic awards; on one side of the wall being built, meaning and what it looks like; students, parents, etc may nominate award nominees – nominations must be approved; the names of the kids will go up on the wall; watch for multiple nominations; parameters are not yet set up; want to make the students aware so they know what they are shooting for and can be motivated to strive for these;

4. Youth Connections Specialist

a) has been hired through the thrive grant; after school tutoring program for the kids; talking about making her office the library; to make that space a media center; 3D and poster printers that could

be made to sell to people; she is pretty techy, Lise; if people agree that we should get a plasma cam, that email should be sent to Amy McDonald – one can be sent by the ASC – comments would be useful

5. Media Center

- a) see (4); tony asks if still offer ; elementary has been visiting the library; the school library needs to be set back up; can amanda work back in there; maybe the YCS could help with that if her office is in there; could use some volunteers; need to get the checkout system back up;

6. Parent/Teacher Conferences Early Release 1:30 Tuesday Nov 15 and Wed. Nov. 16th

- a) want to aim for afternoon meetings one day and evening meetings on another day, to be more flexible for parents; the schedule will be made in coordination with discussion with parents on Friday; Monday is when times will be scheduled

7. AK STAR and State Science assessment

- a) state assessment – do have scores & science assessment; only certain grades took it (last spring) ; ak star is a pilot star that does mwa math assessment; map in fall and feb then state assessment at the end of the year; they have a number of questions just for the map growth fall winter and some are just for the state assessment; they are trying to cut down on test fatigue; if they weren't in 3-9th last spring they did not take it; information will be available at the parent/teacher meetings

8. SAT date: Saturday, December 3rd. 8:30am

- a) if you want info you should contact Deidre; fee waivers are available but it requires a code from Deidre; we do have SAT study books and there are online materials; there are some books that the school has;

9. Christmas Bazaar: November 19th

10. Semester 2 Electives:

- a) semester 2 switches for HS/MS students; HS students needed careers and portfolios and only needed one class; MS all need PE so they only need one class; they were all surveyed for what electives they want and if they didn't get their first choice they should get it this time; need to keep classes a little bit level; this should be happening soon;
- b) offer by Kathryn Milton to teach basic modern standard arabic; there would need to be some interest by students
- c) students could possibly do building projects for an elective; only have 3 seniors (2 in town) through work study, but some planning and oversight would need to be arranged.

d) sociology & literature; (other elective options) PE; engineering and design (not offered this quarter); most HS kids will have 2 options for an elective; MS will have 1 option (b/c of PE credit requirement); according to what the teachers feel like they could teach; Hunter ED course, Shane Nixon or Joel Jenson could teach but need recertification; block scheduling is still ongoing and could be done one thursday block of time;

B. Superintendent/Federal Programs: none this meeting

1. Federal Programs Presentation/Parent Advisory Committee

C. Treasurer Report

1. See attached Treasurer's report: treasurer resigned today; did not get deposits down to the back as anticipated; balances are getting really low; right now checking 35K; savings is \$11,096; some in the square dep 4,278.75; when x comes in it should be cashed out and deposited ; should have at least 80k in savings and do not have enough with everything combined; fundraising needs to happen; the archery team did a great job putting the spaghetti dinner together for the ASC meeting/fundraiser;
2. fall festival: there were about 5 different prizes that were re-ordered; with all of that 900 were spent on prizes; cash dep alone was 700; there was about 200 on square; and there are prizes leftover; might want to spend the big prizes again; it seems like it was enjoyed; was a little chaotic at the end; spread the event out more and make it a little longer; need to re-think a little bit how the tickets were done; there were both tickets and punches for prizes; ther parents were having fun with the hamster balls; proposing to make it into a kind of game with bracketed soccer, with each game running about 50m, with the players inside the hamster balls; bought glow in the dark dodgeball supplies; could provide more opportunities to run concessions; new treasurer needed; nomination for Lucette – but she will be off-island a lot upcoming; treasurer need to come count the cash box with Amy and/or Deidre and they take the deposits to the bank in town; count who participated and donated funds/time and designate who earned the money for the fundraiser; that money then goes towards the cost of trips for those students; do not have to attend every single event and the organizer ; Anne Lusted nominated; Amy Jennings in favor; Brandy Prefontaine seconded;
3. Period for which report covers:
4. Cash balance at beginning of period:
5. Income received during the period:
6. Expenses paid during the period:
7. Cash balance at end of period:
8. **Savings: \$11,101.00**
9. **Checking: \$35,461.99**
10. **Concessions: \$4,278.75**

VI. Old Business:

A.

B. items only:

1. Fun Run fundraiser information.
 - a) the funds went to the track team; the school bought the leftover material; have enough to do another fun run without buying new materials
2. Archery fundraiser: see above

C. New Business-

Item # 1 Suggestions: Graduation date on calendar Wednesday, May 24th

– suggestion – the parents of the three seniors seem to be okay with the proposed date - usually at 6pm

1. Motion to approve: Tony; Lucette
2. Seconded: Amy Jennings
3. Any Discussion? Senior trip? seniors need to be talking about the plans now; possibly plan a trip together across SISD including homeschoolers; senior skip day should also be planned, in discussion with the students and have other grades plan events; is there a way to pigtail off the archery trip for the senior trip?
4. All in Favor? yes
5. Any Opposed? no
6. Motion Passed? (yes or no) yes

Item # 2: Treasurer resignation:

1. Motion to approve: discussed and motioned above
2. Seconded:
3. Any Discussion?
4. All in Favor?
5. Any opposed?
6. Motion Passed? (yes or no)

Item #3 – n/a

1. Motion to approve:
2. Seconded:
3. Any Discussion?
4. All in Favor?
5. Any Opposed?
6. Motion Passed? (yes or no)

VII. Schedule Next Meeting:

- A. dec 8th proposed 6:30pm
 1. agenda: anything people want to bring up

VIII. Public Comment:

1. will need agenda 5 days ahead
2. bike rack requested by Terri;
3. Taco Bar suggested for food fundraiser for January meeting

IX. :

- A. Motion to Adjourn by: Tony Lovell
- B. Seconded by: Lucette Ohagan-Lovell

- C. All in Favor? yes
- D. **Any** Opposed? no
- E. Motion Passed? Yes or no; yes

Whale Pass School

Advisory School Council Meeting Minutes

Tuesday, December 13, 2022

3:30 pm

A. Call To order: Meeting was called to order at 3:30 pm.

B. Approval of agenda: Kayleena Toman made a motion to approve the agenda. Caren Cooke seconded the motion, all approved, motion carried.

C. Approval of minutes from meeting: Kayleena Toman made a motion to accept the minutes of the Tuesday, November 29, 2022 ASC meeting. Michelle Dempsey seconded the motion, all approved, motion carried.

C. People to be heard: Andy Cook

D. ASC Officers:

- **Superintendent: Sherry Becker**
- **Principal: Shaine Nixon**
- **President— Kayleena Toman**
- **Treasurer— *Open***
- **Lead Teacher— Andy Cook**

E. Items for Advisory School Council Consideration:

- **New Business**

- Andy Cook announced that WPS will be expecting three new students in January!!

- Andy Cook reviewed the October, 2022 financial statement

- Andy Cook reviewed the Christmas meal which will be held on Thursday at 12:00; ham, gravy, roasted garlic potatoes, rolls, vegetable, desserts. Elementary will make stollen, linzer cookies. Culinary Arts students will make the main meal plus Russian tea cookies, and pumpkin cookies.
- Secret Santa and Gift Exchange following the meal.

- Drawing for gun calendar— The drawing for the final rifle for 2022 was conducted. Adam Basket from Gutchi Cove was the winner.

F. Announcements:

- ***Date of the next ASC meeting will be January 31, 2023, 3:30pm***

G. Adjournment: Caren Cooke made a motion to adjourn at 3:37 pm. Michelle Dempsey seconded the motion, all approved, the motion carried.

H. Attendance: Andy Cook, Astrid Cook, Caren Cooke, Michelle Dempsey, Kayleena Toman, Elisa Rosier, and all WPS students.

Whale Pass School

Advisory School Council Meeting Minutes

Tuesday, November 29, 2022

3:30 pm

- A. Call To order: Meeting was called to order at 3:30 pm.
- B. Approval of agenda: Kayleena Toman made a motion to approve the agenda. Caren Cooke seconded the motion, all approved, motion passed.
- C. Approval of minutes from meeting: Astrid Cook made a motion to approve the minutes of the Tuesday, October 25, 2022 ASC meeting. Michelle Dempsey seconded the motion. All were in favor, motion carried.
- C. People to be heard: Andy Cook, Shaine Nixon
- D. ASC Officers:
- Superintendent: Sherry Becker
 - Principal: Shaine Nixon
 - President— Kayleena Toman
 - Treasurer— *Open*
 - Lead Teacher— Andy Cook
- E. Items for Advisory School Council Consideration:
- New Business
 - Financial Report for October (statement has not arrived)
 - Walk-a-Thon \$\$ raised is about \$2,400. Money is still arriving (mail plane!)
 - David Cook raised \$670
 - Joseph Hillis raised \$655
 - John Cook raised \$200
 - Coolers, fillet knife sets, cutting boards, and fryer have arrived
 - Christmas Plans: It was generally agreed to make various Christmas baked goods for the last day of school before the Christmas vacation. There was also discussion regarding having a cookie competition. Additionally, students generally wanted to have the Christmas Door Decorating contest. This will be conducted during the last couple of days before the vacation starts.
 - Drawing for gun calendar— Cyndie Fox from Anchorage was the winner of the monthly raffle.
- F. Announcements:
- *Date of the next ASC meeting will be December 13, 3:30pm*
- G. Adjournment: Logan Cooke made a motion to adjourn the meeting at 3:39 pm. David Cook seconded the motion. All were in favor, the motion carried.

H. Attendance: Shaine Nixon, Andy Cook, Astrid Cook, Michelle Dempsey, Caren Cooke, Kayleena Toman, Sharon Toman, Elisa Rosier, Cody Hillis, all WPS students except Meadow Cooke (WP Library duty)



2023 AASB Leadership Academy & Legislative Fly-In

AASB Advocacy Day: Feb. 4 2023

Elizabeth Peratrovich Hall - Juneau, AK

7:30 am	Breakfast & Check-In Opens
8:30 am	Welcome & Introductions
8:45 am- 10:00 am	Why We Advocate. <i>Lon Garrison & Tiffany Jackson, AASB</i>
10:00 am- 10:15 am	Break
10:15 am- 11:45 pm	Legislative Context <i>Norm Wooten & Lon Garrison, AASB</i>
11:45 - 1:00 pm	Lunch (provided) <i>Invited Guest Speaker TBA</i>
1:00 pm- 2:30 pm	Legislative Bill Review <i>Norm Wooten & Lon Garrison, AASB</i>
2:30- 2:45 pm	Break
2:45- 4:45 pm	Learning Effective Advocacy ! <i>Marissa Rathbone, Director of Strategic Advocacy, Washington State School Directors' Association</i>
4:45 pm	Wrap-Up of Day & Evaluations
5 pm	Meet & Greet Open House - Sponsored by APEI <i>Invited Guest Speaker TBA</i> <i>(with appetizers and light refreshments)</i>



**2023 AASB Leadership Academy & Legislative Fly-In
AASB Legislative Day: Feb. 5, 2023**

Elizabeth Peratrovich Hall - Juneau, AK

Students attending Youth Advocacy Institute will be joining board members this day.

7:30 am Breakfast

8:30 am - 8:45 am	Welcome Back & Gathering
8:45 am- 9:15 am	What was learned - Questions & Observations
9:15 am- 10:30 am	The Art of Advocacy - learning the trade
10:30 - 10:45 am	Break
10:45 am- 12 pm	Advocacy Partners
12 - 1:15 pm	Sunday Luncheon (Lunch Provided) <i>Invited Guest Speaker TBA</i>
1:15-2 pm	Other Voices for Our Priorities
2:15 pm - 4:15 pm (put in break)	Honing Your Advocacy Skills <i>Norm Wooten, Lon Garrison, and Marissa Rathbone</i>
4:15- 4:45 pm	Getting Ready for Monday! <i>(District Collaboration)</i>
4:45 pm	Wrap-Up of Day & Evaluations



**2023 AASB Leadership Academy & Legislative Fly-In
Monday February 6**

Elizabeth Peratrovich Hall - Juneau, AK

7 am	Breakfast
7:30 am	Good Morning! <i>Norm Wooten & Lon Garrison, AASB</i>
Rest of Day	Legislative meetings (district set up meetings on their own) https://aasb.org/who-represents-your-school-district/
4 pm	Sharing & Wrap-Up of Day

Tuesday February 7

Location TBD- Juneau, AK

7 am	Breakfast
7:30 am	Good Morning! <i>Norm Wooten & Lon Garrison, AASB</i>
Rest of Day	Legislative meetings (district set up meetings on their own) https://aasb.org/who-represents-your-school-district/
4 pm	Sharing & Wrap-Up of Day

AASB will be setting up Virtual Legislative Meetings (via zoom) later this month.
Details will be forthcoming.

Youth Advocacy Institute

February 4-7, 2023



This YAI Book Belongs To:



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Youth Advocacy Institute Agenda 2023

This agenda is a draft and subject to change

Day 1

Saturday Feb 4, 2023

* indicates joint YAI/Fly-In Sessions

8:00am Breakfast and Registration

9:00am Welcome, Introductions and Overview

9:30am What to Expect when Meeting with Legislators

10:30 am Coming up with Questions and Order for Legislators

11:15 am Coming up with Questions and Order for Legislators

12:00 pm Lunch at Capitol: Discussion and Q&A with Alaska State Legislators

1:30pm Break

1:45pm How a Bill Becomes a Law

3:00pm Break

3:05pm Getting Ready to Advocate at the Capitol

4:00pm Closing

4:30 pm Meet your School Board Representatives in the Main Room

Day 2

Sunday Feb. 5th, 2023

* indicates joint YAI/Fly-In Sessions

8:00am Breakfast

8:30am Morning Energizer

9:00 am Short Testimony Practice

9:30am Making Your Voice Heard: Testifying at the Capitol

10:45am *Key Legislative Issues and Bill Review

12:15pm Lunch and Keynote

1:30pm *Like Size District Forums

3:00pm *Feedback and Talking Points

4:00pm Making Sense of it All - Take Home Message and Closing

4:50pm Students Join School District Representatives

Day 3

Monday Feb. 6th, 2023

* indicates joint YAI/Fly-In Sessions

7:00am Breakfast

8:30am *Talking Points and Elevator Speech with Board Members

9:00am *School Board Appointments/Individual Meetings

YAI will take place at Elizabeth Peratrovich Hall at:

320 W Willoughby Ave
Juneau, AK 99801

For any questions or emergencies in accessing YAI, please reach out to Connor Meyer at 907-310-3667

Pre-Conference Assignment

Participants: Please complete prior to YAI and bring to the opening session.

Who are your state legislators?

Directions: Use the Internet to find the names of your legislators.

1. Open the State of Alaska Web Page: <http://www.alaska.gov>. From the “Alaska Executive Branch” on the right-hand side of the screen, choose “The Alaska Legislature.”

2. You are at “The Alaska State Legislature” home page. Find the section near the bottom titled “Who Represents Me?” In the area titled “Enter your address & zip,” put in your street address. Include the complete street address, (i.e., 1301 First Street, Douglas, AK 99824). If you don’t have a complete street address, entering your city and zip code should tell you who the name of your state senator and state representative. Then click on “Find.” This site will then bring up your State Senator and State Representative.

3. Then answer these questions:

- The name of your Senator is:
- Which is your Senate District?
- The name of your Representative is:
- Which is your House District?

4. Once you have identified your Senator and Representative, open the Alaska Legislature Web Page: <http://akleg.gov>. On the left column, choose "Senate." Find your Senator and click on her/his page.

5. Then answer these questions:

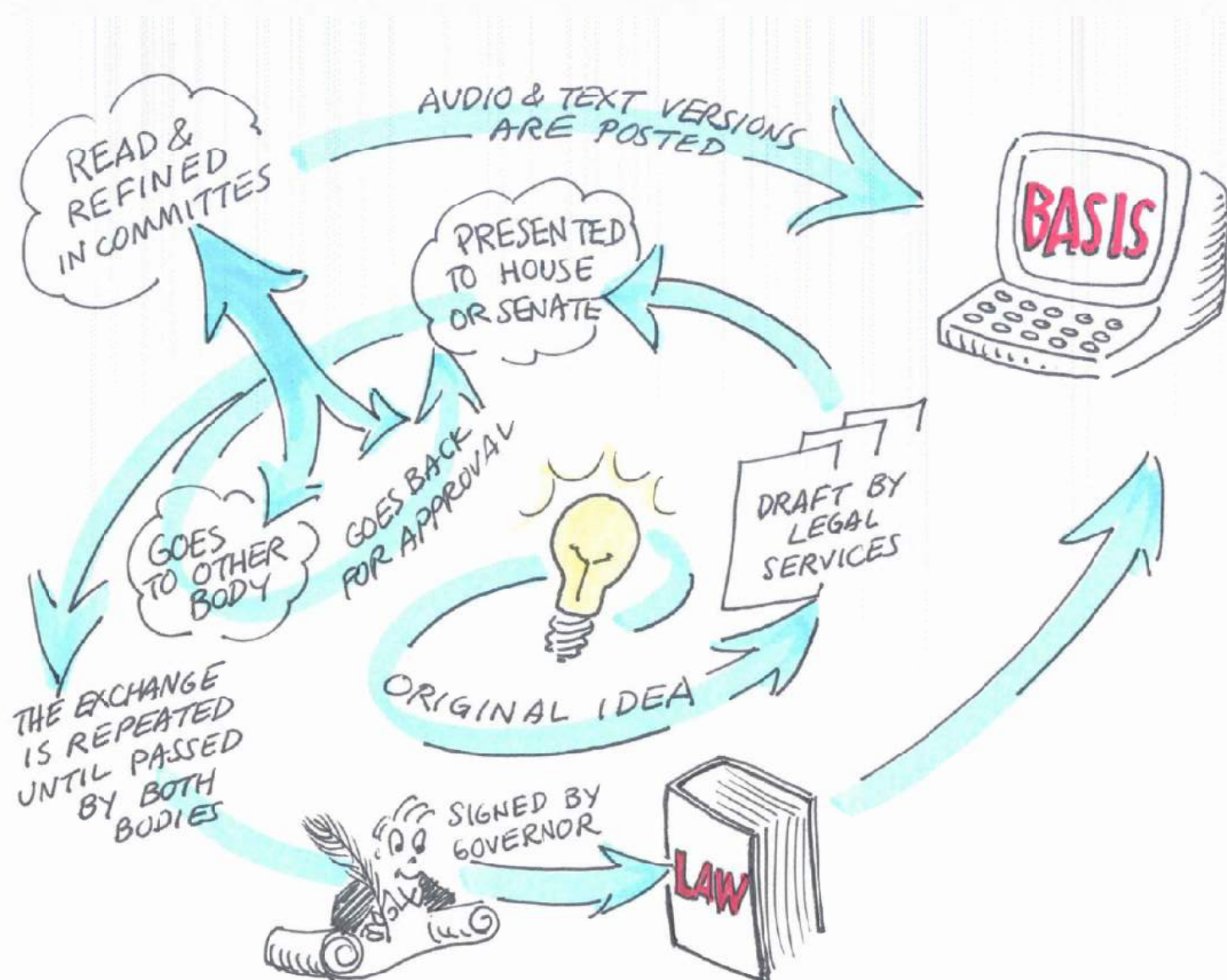
- The birthplace of your Senator is:
- The occupation of your Senator is:
- What committees does your Senator serve on:

6. Open the Alaska Legislature Web Page: <http://akleg.gov>. On the left column, choose "House." Find your Representative and click on her/his page.

7. Then answer these questions:

- The birthplace of your Representative is:
- The occupation of your Representative is:
- What committee/s does your Representative serve on:

HOW A BILL BECOMES A LAW



LEGISLATIVE PROCESS IN ALASKA

THE IDEA

The idea for a bill, or proposed legislation, may come from a legislator, a legislative committee, a group of legislators, a state or local agency, a business, professional or fraternal group, an individual citizen, a lobbyist, the Governor, and so on. The idea must be communicated to a legislator, legislative committee or the Governor for further action, as all bills must be introduced by a legislator, several legislators, a legislative committee, or the Governor through the Rules Committee.

BILL DRAFTING

A legislator or a legislative committee transmits a proposal for a bill to the Legislative Affairs Agency, Legal Services. A work order is filled out and the Director of Legal Services assigns the request to a staff member for action. The legal staff concentrates on legal research, drafting and review to assist the legislators and the committees in their efforts to propose new law, amend or repeal existing law, annul regulations, determine program costs, etc. This is a technical service carried out by the professional and administrative staff of the Legislative Affairs Agency under provisions of law (AS 24.08), Uniform Rules of the Alaska State Legislature, and the Legislative Drafting Manual. The legislative program, or proposed legislation, of the

Governor is prepared by the staff of the Department of Law under provisions of law and the Drafting Manual.

THE LEGISLATURE

The Alaska State Legislature consists of sixty members. There are twenty Senators and forty Representatives. The head of the Senate is the President of the Senate and the head of the House of Representatives is the Speaker of the House.

A Legislature consists of two regular sessions – a first Regular Session convening in odd-numbered years and Second Regular Session convening in the following, even-numbered year and any special sessions held during that biennium. The Legislature meets for not more than 121 days in regular session, unless extended. Regular sessions are January to May.

CLERICAL OFFICERS:

House Chief Clerk and Senate Secretary

The Chief Clerk of the House of Representatives and the Secretary of the Senate, along with their technical staffs, maintain official records of action in each body, prepare the daily journals, facilitate the transmittal of work to and from the committees, between the two houses, and to the Governor. They are responsible for the flow of journal information and data entry for the history of each piece of legislation. This is transmitted to the Legislative Affairs Agency for inclusion in the computerized data on legislative action and bill status information essential to the Legislature and to the general public. This information can be found on the Legislature's website at www.legis.state.ak.us.

UNIFORM RULES

The Constitution of the State of Alaska provides: 'The houses of each legislature shall adopt uniform rules of procedure.' The uniform system is intended to permit the members to conduct and the public to follow the legislative process without a confusion of the rules. The rules were adopted by both houses sitting in joint session as one body in 1981. The rules have been and can be amended by the passage of a concurrent or joint resolution. The rules are designed as an aid to legislators and both houses in the conduct of their business in the formal processing of legislative documents and the exercise of other powers and duties assigned the legislature by constitutional and statute law. When the legislature meets for its daily session, it follows the order of business set out in Uniform Rule 17.

UNIFORM RULE 17. DAILY ORDER OF BUSINESS.

“The idea for a bill, or proposed legislation, may come from a legislator, a legislative committee, a group of legislators, a state or local agency, a business, professional or fraternal group, an individual citizen, a lobbyist, the Governor, and so on.”

Unless changed by a two-thirds vote of the full membership of the house, the daily order of business of each house is as follows:

1. Roll call
2. Invocation or meditation
3. Pledge of Allegiance
4. Certification by the chief clerk or secretary to the house as to the correctness of the journal of the previous day, journal approved or ordered changed
5. Introduction of guests
6. Messages from the Governor
7. Messages from the other house
8. Communications
9. Reports of standing committees
10. Reports of special committees
11. Introduction of resolutions
12. Introduction, first reading and reference of bills
13. Consideration of daily calendar
 - A. Second reading of bills of house
 - B. Second reading of bills of other house
 - C. Third reading of bills of house
 - D. Third reading of bills of other house
 - E. All other matters up for final action in the house
14. Unfinished business
15. Announcement of committee meetings
16. Special orders (not set for a particular hour)
17. Adjournment



BILL INTRODUCTION

Once a bill has been prepared by Legal Services, the prime sponsor (either an individual legislator or a committee chairman) receives the bill with the necessary copies. A member introduces the bill by giving it to the Chief Clerk of the House of Representatives or the Secretary of the Senate on the afternoon before it is to be introduced. Bills by the Governor are introduced by the Rules Committees and bear the sponsor notation: Rules Committee by request of the Governor. The Chief Clerk or the Secretary will assign the bill a number.

FIRST READING: Referral to Committee(s)

During the Daily Order of Business, the bill is introduced and read the first time with the number, sponsor(s), and the title of the bill. This is referred to as the First Reading. The bill is not read in its entirety. The presiding officer will refer the bill to a committee or committees. The jurisdiction of the various standing committees is set out in Rule 20 of the Uniform Rules.

Uniform Rule 20. STANDING COMMITTEES.

(a) Each house has the following standing committees with the jurisdiction indicated: Finance (all appropriation, revenue, capital improvement, and bonding measures, the executive budget, and the programs and activities of the Department of Revenue)

Health, Education and Social Services (the programs and activities of the Department of Health and Social Services, the Department of Education and Early Development, and the University of Alaska)

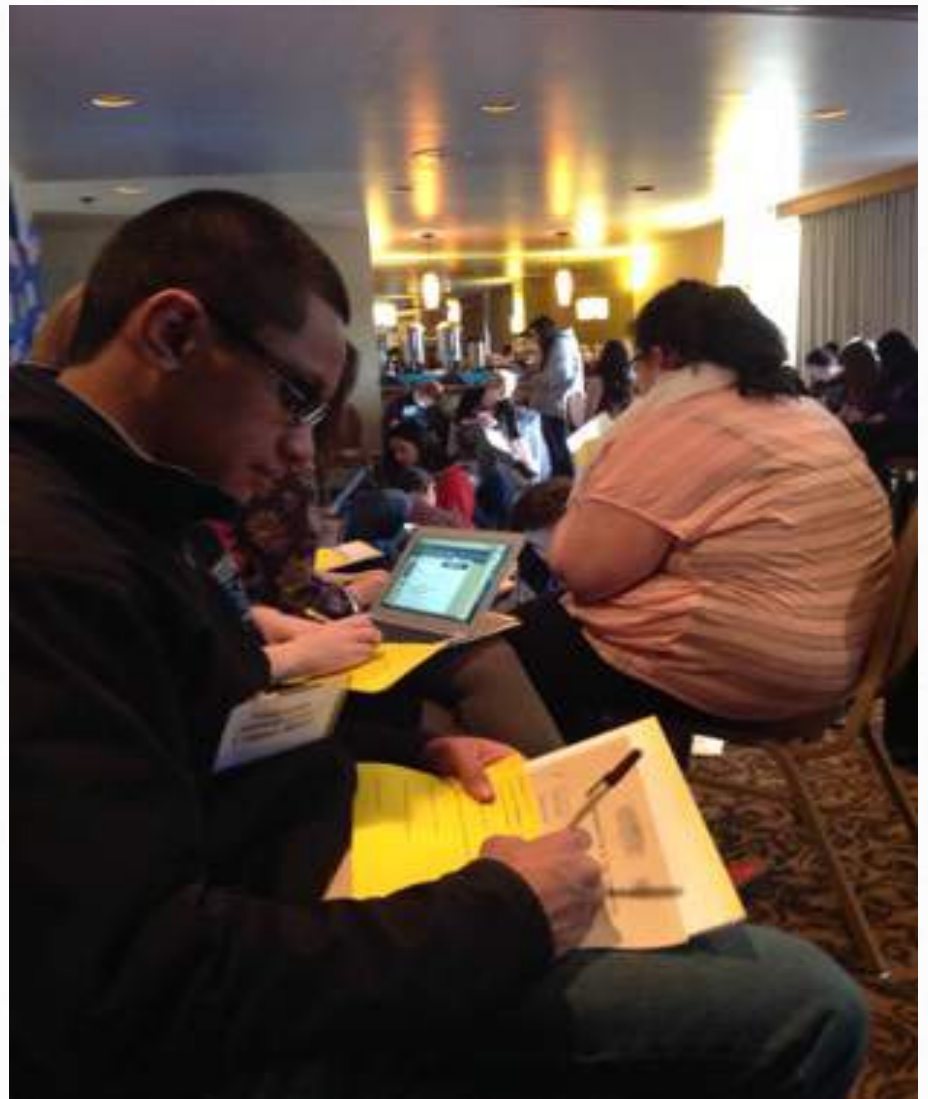
Judiciary (the programs and activities of the Alaska Court System and the Department of Law, and the legal and substantive review of bills referred to it for that purpose)

Labor and Commerce (the programs and activities of the Department of Labor and Workforce Development relating to labor-management relations, industrial safety, unemployment compensation, and workers' compensation and the programs and activities of the Department of Community and Economic Development that do not primarily relate to local government or to government services or functions in the unorganized borough)

Community and Regional Affairs (the programs and activities of the Department of Community and Economic Development that primarily relate to local government and government services or functions in the unorganized borough, and other matters relating to political subdivisions)

Resources (the programs and activities of the Departments of Fish and Game, Natural Resources, and Environmental Conservation)

Rules (interpretation of the Uniform Rules, calendar, the internal administration of the house and matters



pertaining to the management of the legislature as a whole)

State Affairs (programs and activities of the Office of the Governor and the Departments of Administration, Military and Veterans' Affairs, Corrections, and Public Safety, and programs and activities of the Department of Transportation and Public Facilities relating to public facilities)

Transportation (programs and activities of the Department of Transportation and Public Facilities relating to transportation and other legislative matters relating to transportation).

(b) The committee chairmen are authorized to form such subcommittees as they determine to be necessary. One copy of the bill is delivered to the first committee of referral and the original copy of the bill is kept on file by



the Secretary or the Chief Clerk until passed by the house of origin.

COMMITTEE CONSIDERATION

The committee to which the bill is referred may consider the bill in regular meetings or combine meetings with public hearings at the Capitol and elsewhere.

The committee may combine bills that deal with the same subject or add or delete its own ideas. The committee reports the bill out of committee as introduced or with changes incorporated into a committee substitute or attached amendments. Legislative Affairs Agency, Legal Services prepares the committee substitute or amendments. Committee substitutes do not replace the original bill but are considered as proposed legislation, unless adopted in the second reading. The Committee then returns the bill with its report to the Chief Clerk or Secretary.

The report is read under Standing Committee Reports as part of the Daily Order of Business. The bill is then transmitted to the next committee of referral by the Chief Clerk or Secretary. If the bill does not have another committee referral, it is delivered to the Rules

Committee which may schedule the bill on the Daily Calendar for Second Reading. The Rules Committee may also hold hearings on the bill and may propose amendments or a committee substitute of its own.

SECOND READING (Receipt of committee reports; consideration of amendments)

Once the bill has been scheduled for floor action by the Rules Committee, the bill appears on the calendar in Second Reading. The bill is again read by number, sponsor(s), and title along with the standing committee reports. A motion is made on the floor to adopt a committee substitute, if any, in Second Reading. If there is an objection to adoption of a committee substitute, a roll call vote must be taken and recorded in the journal. Any amendments to the bill are offered and voted on in Second Reading. Drafted amendments should be requested through Legislative Affairs Agency, Legal Services by the sponsor of the amendments.

Approved amendments are engrossed in the bill by the Office of the Chief Clerk or Secretary. Often a bill which has been read a second time will be considered engrossed and advanced to Third Reading for final passage on the same day. This special advancement motion requires approval by a three-fourths vote of the membership (30 in the House, 15 in the Senate).

If the bill was not advanced to Third Reading on the same day it was read in Second Reading, it automatically appears on the Calendar in Third Reading on the next day the legislature convenes.

THIRD READING (Final Passage)

After the bill is read the third time and is in Third Reading, a motion may be made to return the bill to Second Reading for a specific amendment. This motion requires the affirmative vote of the majority of the full body (21 in the House, 11 in the Senate). Only action on that specific amendment may be taken at that time. Following the vote on the specific amendment, the bill is again in Third Reading.

The bill is passed if it receives an affirmative vote of a majority of the members of the body. If the bill has an effective date clause, a separate two-thirds vote of the membership is required (27 in the House, 14 in the Senate). Without an effective date clause, the bill becomes law ninety days after it has been signed by the Governor or permitted to become law without his/her signature. An immediate effective date causes a bill to become law the day following the Governor's signature or day of enactment without the Governor's signature. A bill may also have a specific effective date such as July 1, 2002.

RECONSIDERATION

As provided in Rule 30 of the Uniform Rules, a member may give notice of reconsideration of his/her vote on a bill. Reconsideration may be taken up on the next legislative day unless the body, by a two-thirds vote (27 in the House, 14 in the Senate), orders the reconsideration to be taken up on the same day.

Calling up reconsideration on the next legislative day automatically places the question to be reconsidered again before the body in Third Reading. Calling up reconsideration cancels the previous vote on the question to be reconsidered as completely as though the vote had never been taken.



The time for reconsideration expires at adjournment on the next legislative day unless an extension of time is granted to the next legislative day or to a date certain by a majority vote of the members present.

CONSIDERATION IN THE OTHER HOUSE

After final passage in one house, the bill is then engrossed and sent to the other house where it again goes through the same introduction, committee referral, and three readings as in the house of origin.

IN CASE OF DISAGREEMENT (Conference Committees)

If the second house amends the bill and adopts the amended version, the bill is returned in its amended form to the house of origin. Upon receipt of the amended bill, a motion is required to concur (agree) or not to concur in the amendments. If the amendments are concurred in, the bill is sent to the Legislative Affairs Agency, Legal Services for enrollment. Enrollment is the final preparation of the bill for transmittal to the Governor.

If the house of origin fails to agree to the amendments made by the other house, a message is sent to the other body asking it to recede from those amendments. If, by vote, the other body recedes from its amendments, the bill then goes back to the house of origin for enrollment. If the other body refuses to recede, it so advises the presiding officer of the house of origin. It is then in order for the presiding officer of each house to appoint three members to a

conference committee to resolve the differences and bring in a report offering a solution.

Conference Committee

A conference committee addresses only those points of contention in the previously adopted versions of a bill adopted by either house. If they cannot agree on amendments, or one or both houses refuses to adopt the committee report, it is then in order for the conference committee to request limited powers of free conference.

Conference Committee With Limited Powers of Free Conference

The presiding officer of each house may grant limited powers of free conference related only to those specific points of disagreement contained in the conference committee report.

The vote on adoption of the conference committee report in each house is recorded in the journals and requires a majority vote of the full membership of each body (21 in the House, 11 in the Senate). A conference committee report can not be amended.

ENROLLMENT AND SIGNATURE

When a bill has been passed by both houses, the bill is sent to the Legislative Affairs Agency, Legal Services where it is rechecked by the legal editor and the revisers. Any needed corrections are made, and a cover page and authentication page are added. If corrections are made by the revisor, the Chief Clerk and Secretary are so notified and they must notify the Speaker of the House and President of the Senate. The bill in final form is then returned to the house of origin where it is signed by the presiding officer and Chief Clerk or Secretary and then sent to the second house for like signatures. It is then returned to the house of origin and formally transmitted to the Governor for review and action.

ROLE OF THE GOVERNOR

The Governor has fifteen days, Sundays excluded, to act on a bill if the Legislature is in session. If the Legislature has adjourned, the Governor has twenty days, excluding Sundays. During either period, the Governor may have the bill examined by the Department of Law and affected agencies before acting on it.

“By constitutional mandate, the Governor must sign the bill, veto the bill or let it become law without his/her signature. “

By constitutional mandate, the Governor must sign the bill, veto the bill or let it become law without his/her signature. If the Governor vetoes a bill or reduces or vetoes an appropriation item (line item veto), the Governor must return it with a statement of his/her reasons for vetoing it and do so within the constitutional time limits. When the Governor allows a bill to become law without his/her signature, he/she advises the legislature by special message as required by the Alaska Constitution.

If the Legislature is in session, both houses may agree on a time to meet in joint session to override or sustain the veto. The houses sit in joint session as a unicameral body and it requires two-thirds (three-fourths if an appropriation bill) of the membership of the combined houses to override the veto and have the bill become law. If the Legislature has adjourned, the vetoed bill must be taken up within five days after the convening of the Legislature in its second regular session or any special session.

If the Governor vetoes a bill after the adjournment of a second regular session of a Legislature, the veto will not be addressed unless a special session is called before the next Legislature convenes.

FROM A BILL TO AN ACT TO LAW

When the Governor signs the bill or allows it to become law without signature, the bill becomes an Act and is given a chapter number. The session law is returned to the Legislative Affairs Agency where the notations on the date of signing and actual effective date of the Act are affixed. The former bill is now designated Chapter ___, Session Laws of Alaska 20___ (Current year) and is printed in slip law form.

When the session work is completed, the Session Laws of Alaska are compiled, indexed, and distributed to legislators and Legislative Information Offices. The Alaska State Library makes other distributions and prepares complete indexed sets available for public purchase. The session laws are reviewed by the Agency's revisor of statutes and sent on to the publisher of the Alaska Statutes, along with the revisor's notes, for annotating and printing. At the end of



each session, the Legislative Affairs Agency, Legal Services publishes The Summary of Alaska Legislation which contains synopses of all bills passed or vetoed, tables of statute sections amended or repealed, and other statistical data on the session. Approximately three months after all session-related materials are sent to the publisher, the title pamphlets of the Alaska Statutes, which are the permanent law and temporary and special acts, are ready for use. In the meantime, the session laws as published in slip law form, along with any technical modification noted by the revisor, are in general use.

AND THEN . . .

When an Act becomes effective it is subject to enforcement, observance, and administrative action, as appropriate. The Act, now law, may be subject to implementation by an agency through the adoption of administrative regulations which spell out the details of how the law is to be applied. (See AS 44.62 and Administrative regulations which spell out the details of how the law is to be applied. (See AS 44.62 and Administrative Regulation Review Committee and

How to Read a Bill

How to read a bill

The explanations below are keyed to the **hypothetical** bill opposite:

1. OFFICIAL DESIGNATION OF THE BILL -- i.e., Committee Substitute (CS) for House Bill (HB) 999 by the Transportation Committee (TRA).
2. SPONSOR(S) of this version.
3. DATE on which this version was introduced.
4. COMMITTEE(S) to which the bill has been referred.
5. ORIGINAL SPONSOR(S) of the bill (individual legislators or a committee; may also include individual cosponsors who have added later).
6. TITLE OF THE BILL.
7. EFFECTIVE DATE -- If a bill specifies an effective date, this must be shown in the title. It must be voted on separately, with a 2/3 vote of both houses required to approve the effective date clause.
8. ENACTING CLAUSE -- Required by the State Constitution.
9. In this example, Section 1 repeals and reenacts (replaces) existing law.
10. AS 62.35.245 means Alaska Statutes Title 62, Chapter 35, Section 245.
11. Section 2 amends an existing section of law.
12. **Underlined bold** words are being added to existing law.
13. CAPITALIZED WORDS IN BRACKETS [] are being deleted from existing law.
14. EFFECTIVE DATE CLAUSE -- A bill may have a specific effective date, such as January 1, 2001, or it may be effective "immediately," in which case the bill becomes law the day after it is signed by the governor or permitted to become law without his signature. A bill that has no effective date clause becomes law 90 days after the date the governor signs it, or, if the Governor does not sign the bill, it becomes law 90 days after the last day of the period within which the Governor could have vetoed it.
15. This is the abbreviation for the official bill designation.

11-98

① CS FOR HOUSE BILL NO. 999 (TRA)

IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIRST LEGISLATURE - FIRST SESSION

② BY THE HOUSE TRANSPORTATION COMMITTEE

③ Offered: 4/1/99

④ Referred: Judiciary, Finance

⑤ Sponsor(s): REPRESENTATIVES WHITE, Black, Gray

A BILL

FOR AN ACT ENTITLED

⑥ "An Act relating to unicycle helmets; and providing for an effective date." ⑦

⑧ BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

⑨ *Section 1. AS 62.35.245 is repealed and reenacted to read:

⑩ Sec. 62.35.245. **Unicycle helmet.** A unicycle helmet may not be manufactured or sold in the state unless it conforms to standards established by regulation by the commissioner of public welfare.

⑪ *Sec. 2. AS 62.35.250 is amended to read:

⑫ Sec. 62.35.250. **Helmet required.** A person shall [WHO IS 18

⑬ YEARS OF AGE OR OLDER MAY NOT] be required to wear a helmet while operating a unicycle [IF THE PERSON HOLDS A

⑭ LICENSE TO OPERATE A UNICYCLE].

⑮ *Sec. 3. This Act takes effect January 1, 2001.

HB0999b

-1-

⑮ CSHB999(TRA)

New Text Underlined [DELETED TEXT BRACKETED]

The Alaska State Legislature: Internet Researching

GENERAL LEGISLATIVE INFORMATION--Legislature's home page--<http://www.legis.state.ak.us>, with links to the

- State Capitol
 - Division of Legislative Audit
 - Office of the Ombudsman
 - Legislative Affairs Agency
 - Handbook on State Government
 - House of Representatives
 - legislative committees
 - list of abbreviations & acronyms
 - Senate
 - Legislative Research Services
 - Legislative Information Offices
 - Legislative Finance Division
- and to the State of Alaska's home page, to BASIS (see below), and to Infobases (Searchable Text--see below).

BASIS (Bill Action & Status Inquiry System)-- <http://www.legis.state.ak.us/basis/start.asp> --for the current Legislature (with links to the 18th through 24th Legislatures) is continuously updated and offers

- measures (with line numbers)
- daily calendars
- subject summaries
- committee minutes
- current status
- daily floor journals
- committee members
- measures in committee
- bill histories
- sponsor summaries
- committee schedules
- statute correlations

For the text of the bill, select a measure's number (e.g., **HB 1**), click on **Display Bill Root**, click on **Full Text**, then click on the **PDF** link for the fully formatted version of the bill (requires Acrobat Reader, available free from <http://www.adobe.com>).

INFOBASES (Searchable Text)--<http://www.legis.state.ak.us/folhome.htm>

Some of these infobases are updated often--measures (without line numbers), journals, and are updated every evening, a one-day delay; committee minutes often have a long lag time:

- current legislation
- daily journals
- committee minutes

Other infobases are updated periodically or never:

- previous years' legislation
- the Alaska Statutes (AS)
- the Legislative Library catalog
- previous years' committee minutes
- (without annotations)
- the State Constitution
- previous years' journals
- the Administrative Journal
- the Uniform Rules
- the Alaska Administrative Code (AAC)
- Legislative Research requests
- State Executive Orders

These infobases are searchable by word or number. Query/search formats are described in **Help** (the **FOLIO INFOBASE** button).

Printing caution: You'll likely get more text printing out than you ask for. The best bet is to copy & paste into your own document first.

LEGISLATIVE AUDIT DIVISION--audits, memos, links, etc.--<http://www.legaudit.state.ak.us/>

LEGISLATURE'S ETHICS COMMITTEE--code, decisions, opinions, forms, etc.-- <http://ethics.legis.state.ak.us/>

LEGISLATIVE FINANCE DIVISION--reports, data, handbook, etc.--<http://www.legfin.state.ak.us>

LEGISLATIVE INFORMATION OFFICES-- <http://w3.legis.state.ak.us/misc/lios.php>

LEGISLATIVE COMMITTEE HEARINGS and (+)**TELECONFERENCES**-- http://www.legis.state.ak.us/basis/hearing_form.asp?session=25

Internet addresses may change. If one of these URLs doesn't work, ask your LIO to find out the correct URL for you.

03/20/07

How Do You Prepare to Visit a Legislator?

Ahead of Time:

- **Think about what you want to communicate:**
 - Do you want her/him to support a certain bill, to change their vote, to be aware of an issue?
 - Write out your notes
- **Practice**
 - Practice your talk, which needs to be done fairly quickly
- **Find out about who they are**
 - Name
 - District
 - Hobbies, personal story and history
 - What they have supported before
- **Dress appropriately**
 - Business attire

In their Office:

- **Introduce yourself:**
 - Who you are
 - Where you're from
 - Your personal story
- **Talk about your issue**
- **Make it personal – tell your story**
- **End with an “ask”**
- **Thank the legislator for their time and support (if they give it)**

After you Visit

- **Write a thank you note**

How to Testify on the Phone (from akleg.gov)

Please note: We do not publish the telephone numbers for public testimony. If you can't attend in person, please call a Legislative Information Office (<http://akleg.gov/lios.php>). Testifying for the first time can be intimidating and you may have questions. We want to help you provide the best testimony possible. Give us a call and we will discuss procedure, what to expect and help get you connected to the teleconference.

- If possible, visit your local LIO to participate in teleconferenced hearings. LIOs act as an extension of the formal committee room for hearings.
- If you wish to testify during a legislative hearing, but are unable to attend in person, please contact the Juneau Legislative Information Office at 907-465-4648. We will assist you with how and when to connect to the teleconference for the hearing of interest to you.
- Before you call, know the bill number and committee you will be addressing.
- The chair will announce the time limit for testimony. If you go over time, your phone line may be muted by the chair out of respect to others waiting their turn.
- Please call to be connected 5 to 10 minutes prior to the scheduled start time. This relieves call congestion and cuts down hold time.
- When it is your turn to testify:
 - Your name will be called and you will hear the audio prompt, "Your line is unmuted."
 - State your full name, where you are from, and your affiliation. *"Madam/ Mr. Chair and members of the committee, my name is ____, I am from ____ and am representing (myself, business or organization name)"*
 - Provide your testimony.
- When you are finished with your testimony committee members may ask you questions. If there are no questions and you have access to the internet, please disconnect your phone and stream the remainder of the meeting at akleg.gov (this helps free up phone lines for other testifiers).

Tips for using our Teleconference System

- When calling in to testify, **do not use a speaker phone**. Speaker phone audio quality is poor and makes it difficult for legislators to understand you.
- **There will be periods of silence – don't hang up!** Prior to a meeting beginning the line will be silent. Be patient and wait for the meeting to begin. After the meeting begins, the committee may take an "at ease". The line will be silent when the committee is not on the record.
- Ensure you are in a quiet setting when testifying. **Background noise diminishes the quality of your testimony**. If you are inaudible, the chairman may ask you to try and remedy the situation. If it is not improved, they may ask you to submit written testimony instead.
- Written testimony may be provided if time doesn't allow you to wait. Written testimony should be directed to the committee. Committee email addresses are located here: <http://akleg.gov/docs/excel/Committee-Email-Addresses.xlsx>
- If you need further assistance, contact the Juneau Legislative Information office at 907-465-4648.

Contact Information

AASB Staff and YAI Facilitators:

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cplesa@asb.org

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