



# SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting  
Thursday, June 29, 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: 9:00 AM  
LOCATION: Audio/Video Conference  
VIRTUAL URL: <https://us02web.zoom.us/j/87806727087?pwd=cDhsU1BYREJIZEItWDM5K3czQTA5dz09>

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 3
8. REPORTS
  - A. Incoming Superintendent Report 5
9. BUSINESS ITEMS
  - A. 4th Reading, FY 2024 Budget 7
  - B. FY 2024 Teacher Contract Addendums: Julia Trischman, Patrick Trischman
  - C. FY 2024 Administrative Contract: Astrid Richard-Cook (State & Federal Programs/Grants Coordinator)
  - D. FY 2024 Classified Employment: Branzon Anania (Maintenance Director), Karen Clark (Payroll/Fixed Assets Manager), Alexander Hert (Fleet Mechanic), Amy Jennings (District Registrar/Thorne Bay School Secretary), Amanda Kiely (Greenhouse/Agriculture Program Coordinator), Joshua Musser (Maintenance Technician), Angela Near (District Clerk/Migrant Recruiter & Recorder/SpEd Clerical Assistant), Christine Page Haufe (Executive Assistant/Human Resource Manager), Darlene Putman (Extended School Year Paraprofessional, Thorne Bay), Mariia Taylor (Child Nutrition Program Director)

E.	FY 2024 Administrative Contract, Pending Receipt of Required Documentation: Nathan Freeman (Thorne Bay Principal with Additional Administrative Duties)	
F.	FY 2024 Teacher Contract, Pending Receipt of Required Documentation: John Walsh (Thorne Bay Secondary)	
G.	FY 2024 Special Education Professional Services Contracts	63
1.	FY 2024 Professional Services Contract with Alaska Speech Trooper for On-site Speech-Language Evaluations and Screenings	
2.	FY 2024 Professional Services Contract with Mary Jane Rapport for Physical Therapy-Related Services	
3.	FY 2024 Professional Services Contract with Tara-Renee H. Whalen for Occupational Therapy Services	
H.	Ratification of the 2023-2024 Collective Agreement Between Southeast Island School District and the Southeast Island Education Association	
I.	Elective Course Description: Community Maintenance I	64
J.	1st Reading BP 4218, Classified Personnel - Dismissal/Suspension/ Disciplinary Action	68
K.	Hollis School Replacement Project: RFP 18, Fire Suppression Changes	
L.	Sprinkler Repair Proposals: Thorne Bay School and Thorne Bay Gym	
M.	Capital Improvement Projects Facility Needs Report	75
N.	School-wide Plan Review	77
O.	Parent & Family Engagement Plan/Policy Review	162
10.	PUBLIC COMMENT	238
11.	BOARD COMMENT	
12.	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*



June 22, 2023

## Superintendent Report

### Goals:

1. Create and maintain a collaborative relationship with the Board of Education and the school team.
2. Create public trust and confidence while establishing open and honest communications, including positive communications among greater communities.

### Engagement:

1. Meeting with Chris Page Haufe, Shane Nixon and Deidre Jenson in Missoula on June 13<sup>th</sup>.
2. Spending time with Michaela Larsen and learning a little bit about the ATTSA program and the extensive planning, recruiting and planning this project requires.
3. Attending the Educators Confluence Conference in Missoula June 14-15, 2023
4. Participating in the SISD Lead Teachers Workshops and Team Building on June 16-17.
5. Zoom meeting regarding progress updates for the Hollis new school project.
6. Interview process for the Thone Bay Principal and teacher positions.

### Concerns:

1. Governor Dunleavy vetoed the education budget. Communication from Lucienne Smith, we just made a revenue adjustment transferring \$207K from the Pupil Transportation fund to the General Operating Fund.

### Achievement/celebrations

1. Transitioning to the superintendent position has gone well. The SISD team has been extremely helpful with the transition.
2. Amy McDonald retirement celebration. Celebrating her many years and an educator in SISD. I am glad I have had the opportunity to meet and work with her. Her dedication and commitment to students and the continued success of SISD is unmeasurable.

3. Deidre Jenson and her commitment and hard work for SISD needs to be recognized. She has been extremely helpful with the transition process and will continue to be a valuable resource.
4. Meeting the various staff of SISD and seeing their commitment to student success.
5. **Educators' Confluence Conference Highlights**
  - ⇒ SEL Strategies
  - ⇒ Rule of Five: everyone one needs five supportive people or anchors in their lives.
  - ⇒ Start every day with a positive action.
  - ⇒ Growing resilience through your support network.
  - ⇒ Connecting through stories and be willing to share your stories.
  - ⇒ PERMA: Positive Emotions, Engagement, Relationships, Meaning, Achievement = Live Happy.
  - ⇒ Re-evaluating the tools and strategies you need so you can live your passion without sacrificing your quality of life.
  - ⇒ Self-Care and Compassion
  - ⇒ Teachers should focus on their gifts and talents to meet the needs of their students.
  - ⇒ Book: "Love Your Job Longer – An Educator's Guide to Everyday Resilience"





### MISSION

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

### CONTACT

✉ PO Box 19569, Thorne Bay, AK 99919

📞 (907) 828-8254

🌐 [www.sisd.org](http://www.sisd.org)

**Thorne Bay, AK**



# SOUTHEAST ISLAND SCHOOL DISTRICT FY 2024 FINAL BUDGET

*For Adoption by the Board June 24, 2023*

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Shannon Silverthorn, Board President  
Deidre Jenson, Interim Superintendent  
Sandy Curtis, Board Clerk  
Risa Carlson, Board Member  
Molly Kimzey, Board Member  
William Tyrell, Board Member



## **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](mailto:sisd@sisd.org)

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June 29, 2023

To the Southeast Island School District Board of Education:

The Southeast Island School District is pleased to present you with the budget for the fiscal year 2024. The budget is the primary document that communicates the District's plans for spending in the ensuing fiscal year and it also details its organizational goals and objectives in monetary terms. The District is required to prepare and approve a balanced budget and submit its budget to the State of Alaska, Department of Education & Early Development by July 15<sup>th</sup> each year. A balanced budget is defined as revenue budgeted at least the same as, or more than, the budgeted expenditures or use of fund balance.

The budget committee team of the Southeast Island School District has met and discussed its plan for the FY 2024 school year in terms of what can be accomplished within the bounds of a balanced budget and following the District's Strategic Planning outcomes.

Budget development is always a work in progress. The budget is currently a balanced budget. Changes will occur in FY 2024 when salaries, benefits, and foundation funding with the approval of the Average Daily Membership, Intensive Student count and Correspondence Student count are all finalized.

### **Organizational Component**

The Southeast Island School District was established by the State of Alaska Legislature in 1976. The District has 7 attendance centers plus a district-wide correspondence program and operates under the oversight management and control of a locally elected five-member School Board each with 3-year staggered terms. The School Board, pursuant to Alaska Statute Title 29.43.030, has the responsibility of establishing, maintaining, and operating a system of public schools for any community within its boundaries that is not provided for by any other public school district.

### **Budget Process**

Board Policy 3100 states, "The School Board shall establish and maintain a balanced budget. The Board shall adopt an annual budget which is compatible with district goals and objectives.

The District budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.”

The District’s budget timeline is below:

**FY 2024 BUDGET PROCESS AND TIMELINE**

***Budget Process, Timeline, Revenue Presentation, Board Sets Education & Fiscal Priorities for the District in Accordance with their Strategic Plan***

*BP3100 – BUDGET - The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.*

**FY 2024 1<sup>st</sup> Proposed Budget presented to the Board at Work Session and Regular Board Meeting**  
March 15, 2023

**FY 2024 2<sup>nd</sup> Proposed Budget Presented to the Board at Work Session and Regular Board Meeting**  
April 12, 2023

**FY 2024 3<sup>rd</sup> Proposed/Final Budget Presented to the Board at Work Session and Regular Board Meeting**  
May 3, 2023

**FY 2024 Adoption of Final Budget June 29, 2023 Special Board Meeting**

**GENERAL FUND REVENUES AND EXPENDITURES**

Below are the assumptions used to develop the budget.

***REVENUE BUDGET***

We have developed this budget based on assumptions about legislative funding for FY 2024. This budget assumes that the base student allocation (BSA) will increase \$30 per the legislative session of 2023, bringing it to \$5,960. We have budgeted for the legislative bill that passed providing \$174M (reduced by the Governor to \$87.4M) in additional funds outside of the foundation formula to

education – that provides for an additional \$250,874 to the Southeast Island School District based on our projected enrollment.

In the State of Alaska, the number of students enrolled in a district during the 20-day count period is the basis for computing the Average Daily Membership (ADM) that is used to calculate the amount of state funding (Foundation – Entitlement) provided to each district.

#### Revenue projection of \$7,282,683

- Enrollment is projected District wide at 141, plus 18 Correspondence students
- Current Area Cost Differential (1.403) as included in the foundation calculation
- BSA \$5,960
- Intensive funding remains 13 times the BSA – budgeted for 11 Intensive Districtwide, this is an increase of 1 from the current year
- Timber Receipts have been budgeted for FY 2024 at status quo
- Pupil Transportation is budgeted at a small increase due to annual CPI
- Food Services revenues are budgeted at a small decrease
- TRS On behalf is 12.96% and PERS On behalf is 3.10% (these net to zero revenues equal expenses for On Behalf)
- E-rate based on our current contract – additionally the State BAG Grant fund for the % not covered by federal funding to increase the outer sites to 25 Mbps is included at this time
- Port Protection, Hyder, and Edna Bay are all closed – no revenue generated
- Additional Funding outside the Foundation Formula has been budgeted at \$250,674
- One time transfer from Pupil Transportation fund balance to the general operating fund of \$207,082

## EXPENDITURE BUDGET

#### Expenditure projection of \$7,282,683

Below are the expenditure highlights and other considerations for FY 2024. This expenditures budget includes:

- Step increase for returning classified positions (if applicable)
- Step increase (if applicable) for returning certificated positions
- Updated salaries for new personnel per signed contracts
- Updated Health Insurance increase of 3.5%
- Liability & Property Insurance 15% increase
- Port Protection, Hyder & Edna Bay schools closed – \$40K in expenses budgeted for ongoing maintenance
- TRS On behalf is 12.96% and PERS On behalf is 3.10% (these net to zero revenues equal expenses for On Behalf). Other employer paid benefits remain status quo.
- Last year of leveraging our ESSER III grant funding to fund the District-wide Principal Administrator position
- Additional 1.0 FTE Itinerant Special Education Teacher to serve Port Alexander (25%); Hollis (50%); and Kasaan (25%)
- Funding .50 FTE of State & Federal Grant Coordinator position in general operating fund
- Funding 1.0 FTE Greenhouse Manager position in general operating fund (covers matching fund requirement in grants)

- Communications (Internet) reflected under DW technology communications based on GCI current contract
- There are no one teacher sites budgeted next year
- \$50K in transfers for CIP – for any large item that becomes an expense
- \$2,500 in transfers for special revenue funds in the event we overspend a grant

**Major Maintenance**

As an REAA the district is required to provide for the maintenance of all their facilities. A short list below shows the current needs of the District in this area and their approximate cost:

- Thorne Bay – HVAC Engineering & Suppression System - \$35,000
- Kasaan – Library Building Interior, Septic and Roof - \$52,000
- Kasaan – Wood Fired Boiler repairs (outside of insurance) - \$18,000
- Port Alexander – Teacher Housing - \$8,000
- Coffman Cove – Greenhouse Electrical - \$15,000
- Coffman Cove – Pressure Washing & Staining - \$10,000
- Naukati – Housing Leveled - \$5,000
- Naukati – Pressure Washing & Staining - \$10,000
- Whale Pass – Levelling, Drainage, Repairs - \$10K

We thank you for your consideration of the Final FY 2024 final budget.

Sincerely,

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Deidre Jenson  
Interim Superintendent

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Lucienne Smith  
Contracted Business Manager

**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.



**Southeast Island School District**  
Thorne Bay, Alaska

**FY 2024 4th & FINAL PROPOSED BUDGET**  
**June 29, 2023**

**Deidre Jenson, Interim 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**

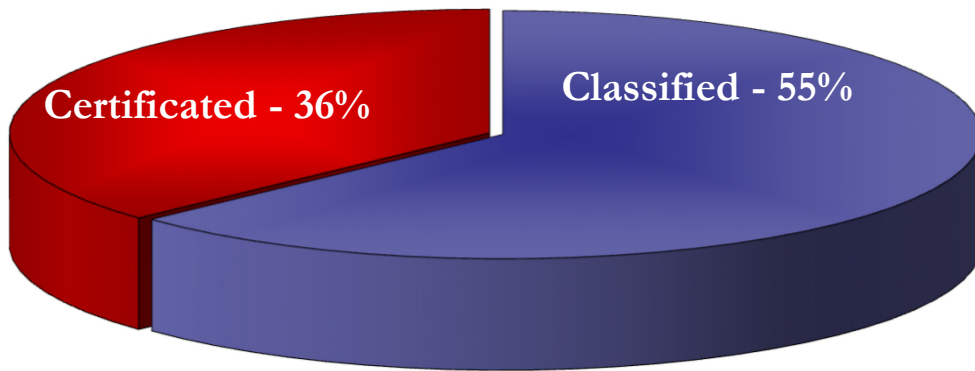
**FY 2024 4th & FINAL PROPOSED BUDGET**

	<b>2023</b>	<b>2024</b>	<b>Change</b>
	<b><u>FINAL-REVISED</u></b>	<b><u>4TH PROPOSED</u></b>	
Enrollment	<u>138.23+13.65+10</u>	<u>141.00+18+18</u>	<u>+3/+5/+8</u>
<b>FUND 100: School Operating</b>			
State Foundation	\$ 4,272,587	\$ 4,405,966	\$ 133,379
Other State Revenue	175,445	250,674	75,229
PERS On behalf (057)	21,622	25,350	3,728
TRS On behalf (056)	178,887	226,611	47,724
Timber Receipts	280,000	280,000	-
E-Rate - Federal	1,411,471	1,411,471	-
Transfer in From Other Funds	-	207,082	207,082
Other Revenue*	25,000	25,000	-
<b>FUND TOTAL</b>	<b>\$ 6,365,012</b>	<b>\$ 6,832,155</b>	<b>\$ 467,142</b>
<b>FUND 205: Student Transportation</b>			
Student Transportation (State)	<u>176,369</u>	<u>198,528</u>	<u>22,159</u>
<b>FUND TOTAL</b>	<b>\$ 176,369</b>	<b>\$ 198,528</b>	<b>\$ 22,159</b>
<b>FUND 255: Food Service</b>			
School Lunch Revenue	2,000	2,000	-
Food Service (State)	<u>150,000</u>	<u>140,000</u>	<u>(10,000)</u>
	<b>\$ 152,000</b>	<b>\$ 142,000</b>	<b>\$ (10,000)</b>
<b>FUND 375: Employee Housing</b>			
Local Revenues	<u>110,000</u>	<u>110,000</u>	<u>-</u>
<b>FUND TOTAL</b>	<b>\$ 110,000</b>	<b>\$ 110,000</b>	<b>-</b>
<b>Fund Balance Transfer</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>FUND TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL REVENUE</b>	<b>\$ 6,803,381</b>	<b>\$ 7,282,683</b>	<b>\$ 479,301</b>

# Types of Employees

FY 2024

4th Proposed Budget



## SOUTHEAST ISLAND SCHOOL DISTRICT

### Expenditure Summary by Department

#### FY 2024 4th & FINAL PROPOSED Budget

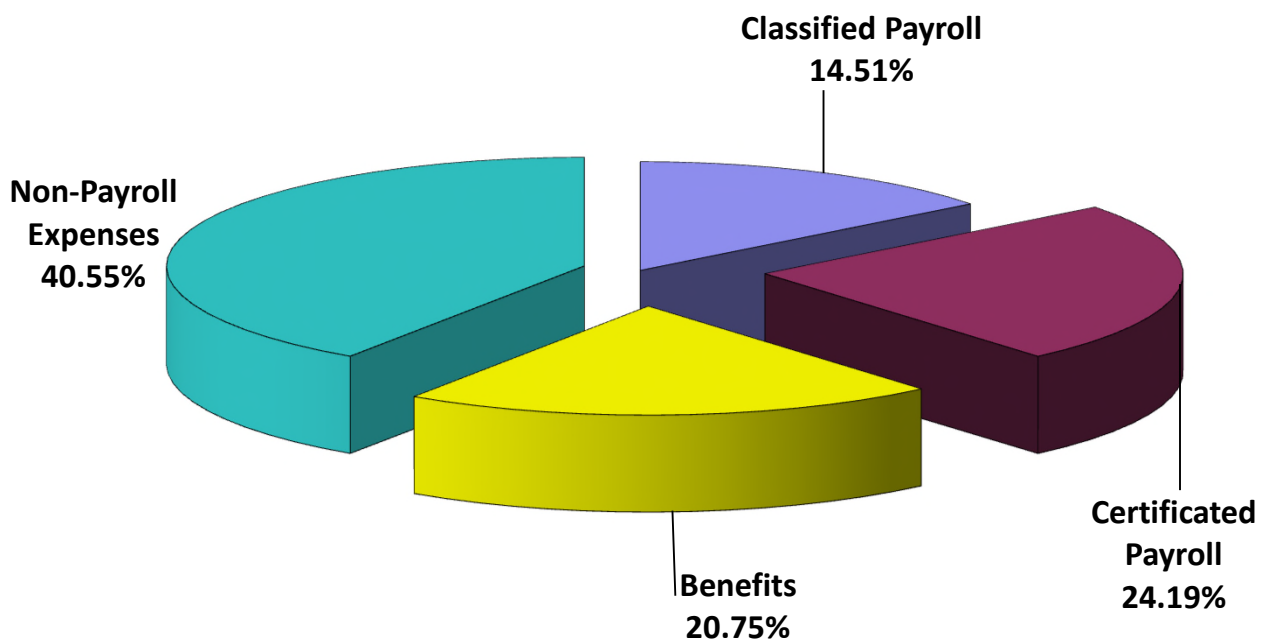
<u>Loc/Function</u>	<u>Department</u>	<u>FY 2023 FINAL- REVISED BUDGET</u>	<u>FY 2024 4th &amp; FINAL PROPOSED Budget</u>	<u>Change</u>
649 100	Regular Instruction	\$ 34,625	\$ 118,979	84,354
649 140	Correspondence Instruction	167,762	154,110	(13,652)
649 160	Vocational Instruction	38,892	50,726	11,834
649 220	Special Education Support Services	65,167	39,059	(26,108)
649 300	Support Services - Students - Guidar	27,855	-	(27,855)
649 350	Support Services Instruction	-	-	-
649 352	Support Services Instruction-Library	495	645	150
649 353	Technology	1,434,121	1,433,016	(1,105)
649 354	Inservice	6,700	9,000	2,300
649 400	School Administration	4,564	4,564	-
649 400	School Administration Support	27,775	28,810	1,035
649 511	Board of Education	98,509	101,604	3,095
649 512	Office of Superintendent	314,559	315,555	996
649 550	District Admin Support Services	242,903	292,197	49,294
649 600	DW Operations & Maintenance	751,553	814,560	63,007
649 600	DW Employee Housing	50,000	50,000	-
649 700	DW Student Activities	83,875	85,548	1,673
649 760	DW Pupil Transportation	100,570	61,004	(39,566)
649 790	DW Food Services	202,479	204,061	1,582
649 900	DW Transfers	52,500	52,500	-
621	Howard Valentine	292,340	336,592	44,252
624	Kasaan	240,844	337,542	96,698
625	Naukati	393,904	406,401	12,497
628	Thorne Bay	1,037,605	1,229,528	191,923
667	Hollis	464,974	536,842	71,868
669	Port Alexander	176,539	252,754	76,215
680	Hyder	-	-	-
682	Whale Pass	355,060	367,087	12,027
<b>Totals</b>		<b>\$ 6,666,170</b>	<b>\$ 7,282,683</b>	<b>\$ 616,513</b>

**SOUTHEAST ISLAND SCHOOL DISTRICT**

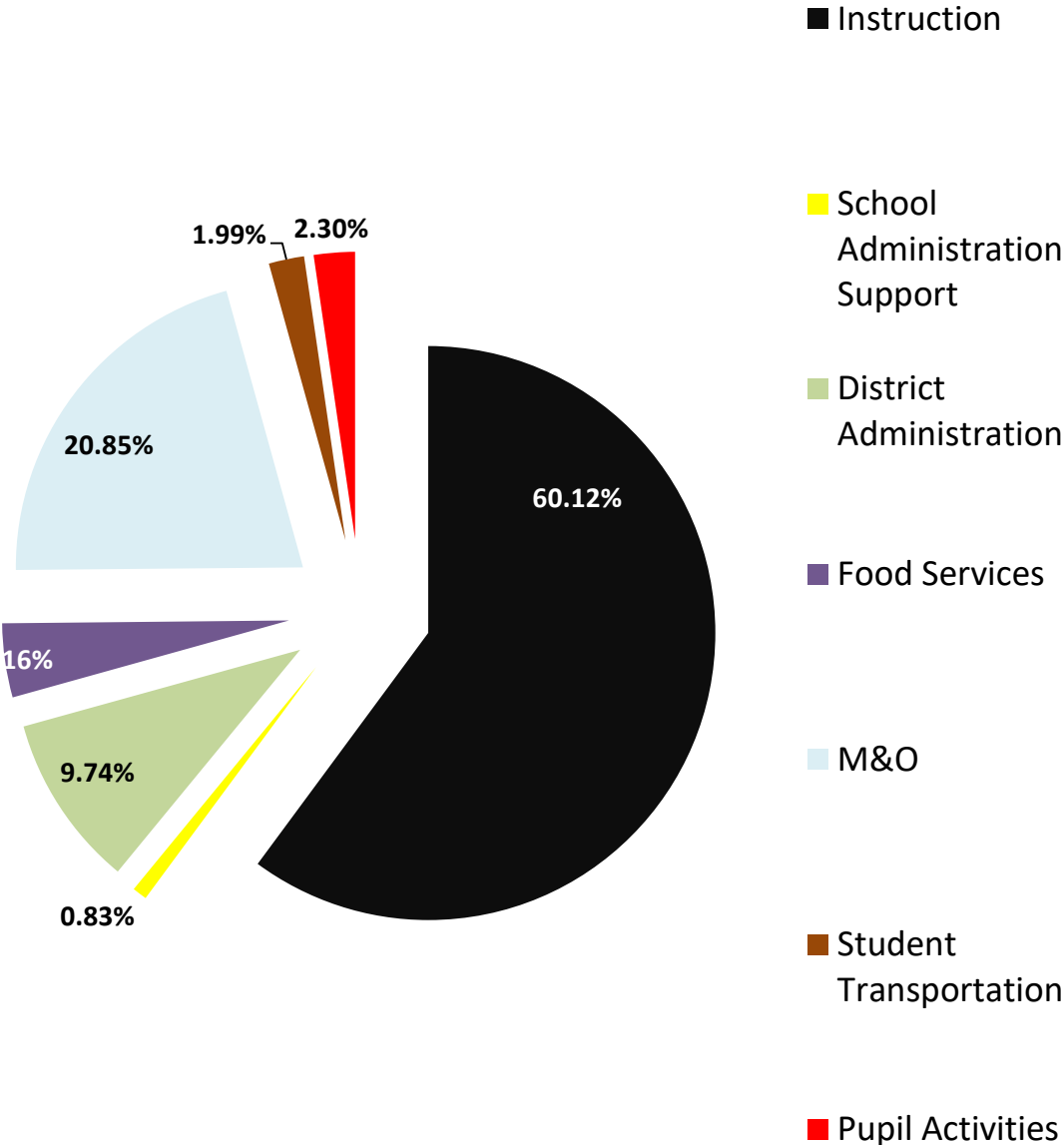
**Expenditure Summary by Function**

<b>FY 2024 4th &amp; FINAL PROPOSED BUDGET</b>					
<b>Function</b>	<b>FY 2023 FINAL- REVISED BUDGET</b>	<b>FY 2024 4th &amp; FINAL PROPOSED BUDGET</b>	<b>Increase (Decrease)</b>	<b>Percent of FY 2024 Total</b>	
Instruction					
100 Regular Instruction	\$ 1,538,908	\$ 1,869,212	\$ 330,304	25.67%	
140 Correspondence Instruction	167,762	154,110	(13,652)	2.12%	
160 Vocational Education	50,292	62,126	11,834	0.85%	
200 Special Education Instruction	501,557	598,224	96,667	8.21%	
220 Special Education Support Services	65,167	39,059	(26,108)	0.54%	
300 Support Services - Students - Guidance	27,855	-	(27,855)	0.00%	
350 Support Services - Instruction	495	645	150	0.01%	
353 Technology	1,434,121	1,433,016	(1,105)	19.68%	
354 Inservice	6,700	9,000	2,300	0.12%	
400 School Administration	88,189	213,300	125,111	2.93%	
<b>Sub Total Instruction</b>	<b>\$ 3,881,046</b>	<b>\$ 4,378,692</b>	<b>\$ 497,646</b>	<b>60.12%</b>	
Administration					
450 School Administration Support	58,175	60,244	2,069	0.83%	
550 District Administration	242,903	292,197	49,294	4.01%	
511 School Board	98,509	101,604	3,095	1.40%	
512 Office of Superintendent	314,559	315,555	996	4.33%	
600 Maintenance & Operations	1,334,278	1,415,796	81,518	19.44%	
600 Teacher Housing	50,000	50,000	-	0.69%	
700 Pupil & Athletic Activities	156,773	167,779	11,006	2.30%	
<b>Sub Total Admin/M&amp;O</b>	<b>\$ 2,255,197</b>	<b>\$ 2,403,175</b>	<b>\$ 147,978</b>	<b>33.00%</b>	
760 Pupil Transportation	179,202	145,037	(34,165)	1.99%	
790 Food Services	298,225	303,279	5,054	4.16%	
900 Fund Transfers	52,500	52,500	-	0.72%	
<b>Sub Total Transfers, Pupil Trans &amp; Food Svcs</b>	<b>\$ 529,927</b>	<b>\$ 500,816</b>	<b>\$ (29,111)</b>	<b>6.88%</b>	
<b>TOTAL ALL EXPENSES</b>	<b>\$ 6,666,170</b>	<b>\$ 7,282,683</b>	<b>\$ 616,513</b>	<b>100.00%</b>	

## FY 2024 Payroll & Non Payroll



# FY 2024 Expenses by Function



# SOUTHEAST ISLAND SCHOOL DISTRICT

## BENEFITS

### Description and Percentage of Gross Payroll

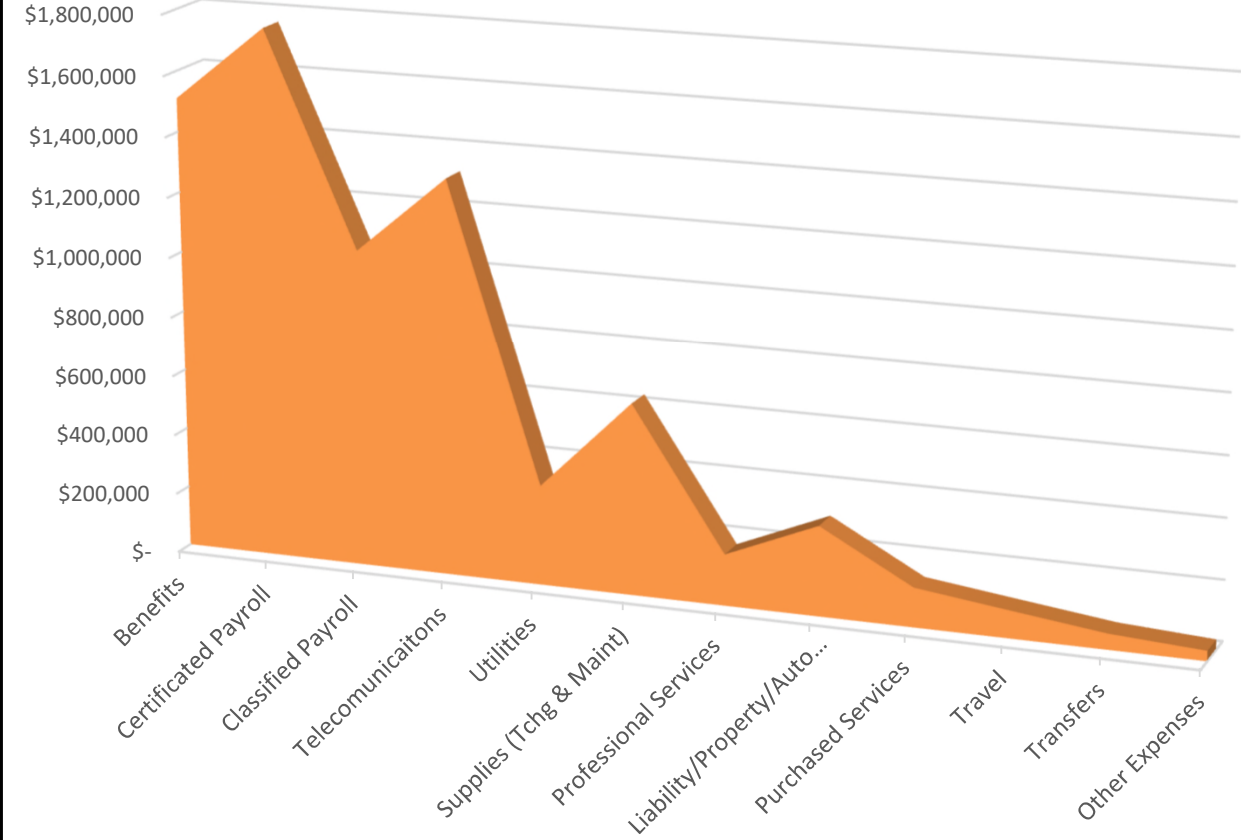
#### Projected Benefit Costs for FY 2024

Object Code	Description	% of Gross Classified	% of Gross Certificated	Notes
361	Health & Life Insurance <sup>1</sup>	33.00%	33.00%	Employees under contract and year round staff All employees, except Maint/Food
362	Unemployment	1.00%	1.00%	Service Wrkrs Three Levels - WC Low, High & Bus -
363	Workers Comp. Insurance	0.63%	0.63%	most in WC Low
364	F.I.C.A. (Social Security)	6.20%	0.00%	Limit \$128,400 gross/calendar year Certificated employees hired after
364	Medicare (1.45% of Gross)	1.45%	1.45%	4/1/86 and all Classified wages
365	TRS <sup>2</sup>	0.00%	12.56%	Certificated employees only
366	PERS <sup>2</sup>	<u>22.00%</u>	<u>0.00%</u>	Classified employees working 15 or more hrs/wk except temporary
<b>TOTAL</b>		<u>64.28%</u>	<u>48.64%</u>	
<b>ADD: TRS/PERS On-behalf</b>		<b>3.10%</b>	<b>12.96%</b>	
<b>TOTAL</b>		<u>67.38%</u>	<u>61.60%</u>	

<sup>1</sup> Health Insurance is 4 rates depending if they are Single/Employee-child/Employee-spouse/Family - 33% is an average.-

<sup>2</sup> The State unfunded liability for TRS & PERS; the state will provide an on behalf payment of 12.96% for TRS and 3.10% for PERS.

# FY 2024 Expenses by Type





# District Wide

FY 2024 4th & FINAL PROPOSED BUDGET

Location 649

		FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET	<u>Change</u>
<b>Fund 100: School Operating</b>				
Location	649 District-Wide			
Function	100 Regular Instruction	\$ 34,625	\$ 118,979	84,354
Function	140 Correspondence Instruction	167,762	154,110	(13,652)
Function	160 Vocational Instruction	38,892	50,726	11,834
Function	220 Special Education Support Svcs	65,167	39,059	(26,108)
Function	300 Support Svcs - Students-Guidanc	27,855	0	(27,855)
Function	350 Support Svcs-Instruction	0	0	0
Function	352 Support Svcs-Instruction - Library	495	645	150
Function	353 Technology	1,434,121	1,433,016	(1,105)
Function	354 Inservice	6,700	9,000	2,300
Function	400 School Administration	4,564	4,564	0
Function	450 School Administration Support	27,775	28,810	1,035
Function	511 Board of Education	98,509	101,604	3,095
Function	512 Office of Superintendent	314,559	315,555	996
Function	550 District Admin Support Svcs	242,903	292,197	49,294
Function	600 Operations & Maintenance	751,553	814,560	63,007
Function	700 Student Activities	83,875	85,548	1,673
Function	900 Transfers	52,500	52,500	0
	<b>Fund Total</b>	<b><u>\$3,351,855</u></b>	<b><u>\$ 3,500,872</u></b>	<b><u>149,017</u></b>
	<b>Fund 205: Student Transportation</b>	<b><u>\$ 100,570</u></b>	<b><u>\$ 61,004</u></b>	<b><u>(39,566)</u></b>
	<b>Fund 255: Food Service Fund</b>	<b><u>\$ 202,479</u></b>	<b><u>\$ 204,061</u></b>	<b><u>1,582</u></b>
	<b>Fund 375: Employee Housing</b>	<b><u>\$ 50,000</u></b>	<b><u>\$ 50,000</u></b>	<b><u>0</u></b>
	<b>TOTAL</b>	<b><u>\$3,704,904</u></b>	<b><u>\$ 3,815,936</u></b>	<b><u>111,032</u></b>

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### District Wide Location 649

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
<u>Account Code</u>	<u>Description</u>	<u>Comments</u>		
<b><u>Regular Instruction</u></b>				
100.649.100.. 314	Cert-Director/Coor/Mgr	(Federal Programs- Grant Funded)	\$ -	\$ 40,000
100.649.100.. 315	Cert-Teacher	ESSER III Funded	-	-
100.649.100.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	9,920
100.649.100.. 365	TRS On Behalf		-	5,184
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 Adoption (Quality Schools)	<u>32,750</u>	<u>40,000</u>
<b>Total 100</b>	<b>Regular Instruction</b>		<b><u>34,625</u></b>	<b><u>118,979</u></b>
<b><u>Correspondence Instruction</u></b>				
100.649.140.. 315	Cert-Teacher	1.00 FTE	73,862	61,469
100.649.140.. 316	Extra Duty		10,000	10,000
100.649.140.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		47,786	47,379
100.649.140.. 365	TRS On Behalf		10,114	9,262
100.649.140.. 410	Professional & Technical Services	Virtually Connected	700	700
100.649.140.. 450	Supplies/Material/Media	(13.65 Students X \$2,300K)	25,300	25,300
100.649.140.. 471	Textbooks		<u>-</u>	<u>-</u>
<b>Total 140</b>	<b>Correspondence Instruction</b>		<b><u>167,762</u></b>	<b><u>154,110</u></b>
<b><u>Vocational Instruction</u></b>				
100.649.160.. 321	Non-Cert Manager	(Greenhouse)	17,291	28,732
100.649.160.. 329	Substitutes/Temporary		-	-
100.649.160.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		21,119	21,103

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
100.649.160.. 366	PERS On Behalf		482	891
100.649.160.. 450	Supplies/Material/Media		-	-
<b>Total 160</b>	<b>Vocational Instruction</b>		<b>38,892</b>	<b>50,726</b>
<b><u>Special Education Instruction Support Services</u></b>				
100.649.220.. 314	Cert-Director/Coor/Mgr	.10 FTE	11,350	
100.649.220.. 324	Non-Cert - Support Staff		-	-
100.649.220.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		13,389	
100.649.220.. 365	TRS On Behalf		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
<b>Total 220</b>	<b>Special Education Instruction Support Svcs</b>		<b>65,167</b>	<b>39,059</b>
<b><u>Support Services-Students - Guidance</u></b>				
100.649.300.. 318	Cert- Specialist	0	11,350	-
100.649.300.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		15,136	-
100.649.300.. 365	TRS On Behalf		1,369	-
<b>Total 300</b>	<b>Support Services - Students - Guidance</b>		<b>27,855</b>	<b>-</b>
<b><u>Support Services-DW Library</u></b>				
100.649.352.. 440	Other Purchased Services		-	-
100.649.352.. 450	Supplies/Material/Media		-	150
100.649.352.. 490	Dues and Fees	Battle of the Books	495	495
<b>Total 352</b>	<b>Support Services - DW Library</b>		<b>495</b>	<b>645</b>

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
<b>Technology</b>				
100.649.353.. 321	Non-Cert Director/Coor/Mgr	1.0 FTE	23,092	45,614
100.649.353.. 324	Non-Cert Support Staff	.33 FTE	35,480	-
100.649.353.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		25,510	37,583
100.649.353.. 366	PERS On Behalf		1,634	1,414
100.649.353.. 410	Professional & Technical Servi (Contractor; E-rate Sub		10,000	-
100.649.353.. 420	Staff Travel		750	750
100.649.353.. 433	Communications	Internet, WIFI	1,290,155	1,290,155
100.649.353.. 440	Other Purchased Services	(Annual Rolling Stock - Computers, GCI VPN )	5,000	5,000
100.649.353.. 475	Tech Supplies/Material/Media (Software annual licenses)		42,500	52,500
<b>Total 353</b>	<b>Technology</b>		<b>1,434,121</b>	<b>1,433,016</b>
<b>Inservice</b>				
100.649.354.. 410	Professional & Technical Services		2,500	2,500
100.649.354.. 420	Staff Travel		500	2,000
100.649.354.. 450	Supplies/Material/Media		3,700	4,500
<b>Total 354</b>	<b>Inservice</b>		<b>6,700</b>	<b>9,000</b>
<b>School Administration</b>				
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		-	-
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
<b>Total 400</b>	<b>School Administration</b>		<b>4,564</b>	<b>4,564</b>
<b>School Administration Support</b>				
100.649.450.. 324	NonCert-Support Staff	.5 FTE	20,270	20,977
100.649.450.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		6,940	7,182
100.649.450.. 366	PERS On Behalf		565	650
100.649.450.. 450	Supplies, Materials & Media		-	-
<b>Total 450</b>	<b>School Administration Support</b>		<b>27,775</b>	<b>28,810</b>

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
<b>Board of Education</b>				
100.649.511.. 324	NonCert-Support Staff	.5 FTE	47,503	49,166
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	25,590
100.649.511.. 366	PERS On Behalf		1,325	1,524
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	8,500	8,500
<b>Total 511</b>	<b>Board of Education</b>		<b>98,509</b>	<b>101,604</b>
<b>Office of Superintendent</b>				
100.649.512.. 311	Cert-Superintendent	1.0 FTE	135,000	140,000
100.649.512.. 324	NonCert-Support Staff	.5 FTE	47,503	49,166
100.649.512.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		74,125	76,396
100.649.512.. 365	TRS On Behalf		16,281	18,144
100.649.512.. 366	PERS On Behalf		1,325	1,524
100.649.512.. 410	Professional & Technical Services		15,000	5,000
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		1,600	1,600
<b>Total 511</b>	<b>Office of Superintendent</b>		<b>314,559</b>	<b>315,555</b>

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
<b>District Admin Support Service</b>				
100.649.550.. 324	NonCert-Support Staff	2.27 FTE	98,587	101,728
100.649.550.. 329	Substitute/Temporary		2,500	2,500
100.649.550.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		75,465	78,981
100.649.550.. 366	PERS On Behalf		2,751	3,154
100.649.550.. 410	Professional & Technical Services	(Business Contract, Audit)	120,000	120,000
100.649.550.. 420	Staff Travel		2,500	5,000
100.649.550.. 433	Communications	( DO Telephone, Postage)	5,500	6,500
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.)	52,947	60,889
100.649.550.. 450	Supplies/Material/Media		3,500	3,500
100.649.550.. 475	Tech Supplies/Material/Media	(BIK MOUNTAIN software annual maint,PowerSchool HR)	3,500	10,000
100.649.550.. 491	Dues & Fees	Bank Fees; SHRM Membership	19,500	5,500
100.649.550.. 495	Indirect Recovery	Indirect Recovery of Admin Expense for Grants - FY 24	(147,847)	(109,555)
<b>Total 550</b>	<b>District Admin Support Service</b>		<b>242,903</b>	<b>292,197</b>
<b>Operations &amp; Maintenance</b>				
100.649.600.. 321	Non Cert Director/Coord/Mgr	(1.0 FTE - 20% CIP Funded)	34,465	53,507
100.649.600.. 325	NonCert-Maint/Custodial	2.75 FTE	102,430	106,070
100.649.600.. 324	NonCert-Support Staff	.30 FTE	18,113	18,744
100.649.600.. 329	Substitutes/Temporaries		54,000	54,000
100.649.600.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		103,654	114,742
100.649.600.. 366	PERS On Behalf		2,858	3,288
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	3,000
100.649.600.. 433	Communications		3,000	3,000
100.649.600.. 435	Other Energy		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.. 439	Other Energy		-	1,500
100.649.600.. 440	Other Purchased Services	Fire sys inspection, gym flr; SERRC CIP; HY,EB & PP Maint	81,145	81,146

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
100.649.600.. 445	Insurance & Bond Premiums	Property & Auto	206,500	237,475
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>
<b>Total 600</b>	<b>Operations &amp; Maintenance</b>		<b><u>751,553</u></b>	<b><u>814,560</u></b>
<b><u>Student Activities</u></b>				
100.649.700.. 322	Non Cert- Dir/Coor/Mgr		-	-
100.649.700.. 316	Cert-Extra Duty	AD/Coaching Stipends	30,900	31,982
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)		6,158	6,331
100.649.700.. 365	TRS On Behalf		3,727	4,145
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>
<b>Total 700</b>	<b>Student Activities</b>		<b><u>83,875</u></b>	<b><u>85,548</u></b>
<b><u>Transfers</u></b>				
100..900.. 552	Transfers to Special Revenue Funds		2,500	2,500
100..900.. 554	Transfers to CIP Funds		<u>50,000</u>	<u>50,000</u>
<b>Total 600</b>	<b>Employee Housing</b>		<b><u>52,500</u></b>	<b><u>52,500</u></b>
<b>Total 100</b>	<b>General Operating Fund</b>		<b><u>\$ 3,312,963</u></b>	<b><u>\$ 3,500,872</u></b>
<b><u>Student Transportation</u></b>				
205.649.760.. 325	Maintenance	.25 FTE	16,089	16,650
205.649.760.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		54,482	14,287
205.649.760.. 366	PERS On Behalf		449	516
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		<u>600</u>	<u>600</u>
<b>Total 205</b>	<b>Student Transportation</b>		<b><u>100,570</u></b>	<b><u>61,004</u></b>

Districtwide			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
<b><u>Food Services Fund</u></b>				
255.649.790.. 321	NonCert-Dir/Coor/Mgr	.64 FTE	38,590	39,654
255.649.790.. 326	NonCert-Food Service Support		-	-
255.649.790.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		13,213	13,577
255.649.790.. 366	PERS On Behalf		1,076	1,229
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
<b>Total 255</b>	<b>DW Food Services Fund</b>		<b><u>202,479</u></b>	<b><u>204,061</u></b>
<b><u>Employee Housing</u></b>				
375.649.600.. 452	Maintenance Supplies		50,000	50,000
<b>Total 600</b>	<b>Employee Housing</b>		<b><u>50,000</u></b>	<b><u>50,000</u></b>
<b>Total</b>	<b>District Wide</b>		<b><u>\$ 3,666,012</u></b>	<b><u>\$ 3,815,936</u></b>



# Howard Valentine Timberwolves

FY 2024 4th & FINAL PROPOSED BUDGET

**Location 621**

	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET	<u>Change</u>
<b>Fund 100: School Operating</b>			
Function: Regular Instruction	\$ 147,402	\$ 181,718	\$ 34,316
Vocational Education	1,500	1,500	-
Special Education	58,741	60,737	1,996
School Administration	-	-	-
Operations & Maintenance	66,912	74,420	7,508
Student Activities	7,328	7,364	36
Fund Total	<u>\$ 281,883</u>	<u>\$ 325,739</u>	<u>\$ 43,856</u>
<b>Fund 255: Food Service Fund</b>	<u>\$ 10,457</u>	<u>\$ 10,853</u>	<u>396</u>
<b>TOTAL</b>	<u>\$ 292,340</u>	<u>\$ 336,592</u>	<u>\$ 44,252</u>
<b># Students (PreK-12)</b>	14	14	-
<b># Teachers</b>	2.25	2.25	-
<b># Classified</b>	0.775	0.775	-
<b># Administrators</b>	0	0	-
<b>Pupil/Teacher Ratio</b>	6.22	6.22	-
<b>Average Per Pupil Expenditure</b>	\$ 20,881	\$ 24,042	\$ 3,161

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

Location 621 Howard Valentine

Howard Valentine Account Code	Description	Comments	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET	
<b><u>Regular Instruction</u></b>					
100.621.100	315	Cert-Teacher	2.0 FTE	\$ 104,906	\$ 124,090
100.621.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		22,644	34,346
100.621.100	365	TRS On Behalf		12,652	16,082
100.621.100	420	Staff Travel		200	200
100.621.100	433	Communications		2,500	2,500
100.621.100	450	Supplies/Material/Media		4,250	4,250
100.621.100	490	Other Expenses (Dues & Fees)		<u>250</u>	<u>250</u>
<b>Total</b>	<b>100</b>	<b>Regular Instruction</b>		<b><u>147,402</u></b>	<b><u>181,718</u></b>
<b><u>Vocational Education</u></b>					
100.621.160	450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
<b>Total</b>	<b>160</b>	<b>Vocational Education</b>		<b><u>1,500</u></b>	<b><u>1,500</u></b>
<b><u>Special Education</u></b>					
100.621.200	315	Cert-Teacher	.25 FTE Itinerant	18,735	19,110
100.621.200	323	NonCert-Aides		1.0 FTE	25,754
100.621.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		11,274	12,598
100.621.200	365	TRS On Behalf		2,259	2,477

Howard Valentine			FY 2023	FY 2024 4th
Account Code	Description	Comments	FINAL- REVISED BUDGET	& FINAL PROPOSED BUDGET
100.621.200	366 PERS On Behalf		719	798
<b>Total</b>	<b>200 Special Education</b>		<b>58,741</b>	<b>60,737</b>
<b><u>Operations &amp; Maintenance</u></b>				
100.621.600	325 NonCert-Maint/Custodial	.32 FTE (Incl WFB)	12,418	12,669
100.621.600	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		3,097	3,183
100.621.600	366 PERS On Behalf		347	393
100.621.600	430 Snow Removal		-	-
100.621.600	431 Water & Sewer		-	500
100.621.600	432 Garbage		2,700	2,700
100.621.600	436 Electricity		15,000	22,000
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	9,000
100.621.600	453 Custodial Supplies		1,200	1,200
<b>Total</b>	<b>600 Maintenance &amp; Operations</b>		<b>66,912</b>	<b>74,420</b>
<b><u>Student Activity</u></b>				
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	518
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
<b>Total</b>	<b>700 Student Activity</b>		<b>7,328</b>	<b>7,364</b>

Howard Valentine			FY 2023	FY 2024 4th
Account Code	Description	Comments	FINAL- REVISED BUDGET	& FINAL PROPOSED BUDGET
<b>Total</b>	<b>100 School Operating Fund</b>		<b><u>\$ 281,883</u></b>	<b><u>\$ 325,739</u></b>
<b>Food Services Fund</b>				
255.621.790	326 Food Service Staff	.20 FTE	9,092	9,410
255.621.790	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,113	1,152
255.621.790	366 PERS On Behalf		252	292
255.621.790	459 Food	} Food and Milk is part of District wide budget	-	-
255.621.790	460 Milk		-	-
<b>Total</b>	<b>255 Food Services Fund</b>		<b><u>\$ 10,457</u></b>	<b><u>\$ 10,853</u></b>
<b>Total</b>	<b>621 Howard Valentine</b>		<b><u>\$ 292,340</u></b>	<b><u>\$ 336,592</u></b>



# Barry C. Stewart Kasaan School

FY 2024 4th & FINAL PROPOSED BUDGET

**Location 624**

	<u>FY 2023 FINAL- REVISED BUDGET</u>	<u>FY 2024 4th &amp; FINAL PROPOSED BUDGET</u>	<u>CHANGE</u>
<b>Fund 100: School Operating</b>			
Function: Regular Instruction	\$ 170,660	\$ 226,494	\$ 55,834
Vocational Education	1,500	1,500	-
Special Education	9,329	50,194	40,865
School Administration	6,633	6,678	45
Maintenance & Operations	34,965	32,725	(2,240)
Student Activities	4,979	6,696	1,717
	<u>                    </u>	<u>                    </u>	<u>                    </u>
Fund Total	<u>\$ 228,066</u>	<u>\$ 324,287</u>	<u>\$ 96,221</u>
<b>Fund 255: Food Service Fund</b>	<u>\$ 12,778</u>	<u>\$ 13,255</u>	<u>477</u>
	<u>                    </u>	<u>                    </u>	<u>                    </u>
<b>TOTAL</b>	<u><u>\$ 240,844</u></u>	<u><u>\$ 337,542</u></u>	<u><u>\$ 96,698</u></u>
<b># Students (PreK-12)</b>	11.73	11.73	-
<b># Teachers</b>	2	2.25	0.3
<b># Classified</b>	1	1	-
<b># Administrators</b>	0	0	-
<b>Pupil/Teacher Ratio</b>	5.87	5.21	(0.7)
<b>Average Per Pupil Expenditure</b>	\$ 20,532	\$ 28,776	\$ 8,244

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### Location 624 Barry C Stewart Kasaan School

Barry C Stewart Kasaan Account Code	Description	Comments	FY 2023 FINAL REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
<b><u>Regular Instruction</u></b>				
100.624.100.. 315	Cert-Teacher	2.0 FTE	\$ 97,002	\$ 132,919
100.624.100.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		55,944	70,333
100.624.100.. 365	TRS On Behalf		11,698	17,226
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>3,966</u>	<u>3,966</u>
<b>Total 100</b>	<b>Regular Instruction</b>		<b><u>170,660</u></b>	<b><u>226,494</u></b>
<b><u>Vocational Education</u></b>				
100.624.160.. 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
<b>Total 160</b>	<b>Vocational Education</b>		<b><u>1,500</u></b>	<b><u>1,500</u></b>
<b><u>Special Education</u></b>				
100.624.200.. 315	Cert-Teacher	0.25 FTE Itinerant	-	17,570
100.624.200.. 323	NonCert-Aides	.15 FTE	6,808	7,045
100.624.200.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,331	23,084
100.624.200.. 365	TRS On Behalf		-	2,277
100.624.200.. 366	PERS On Behalf		<u>190</u>	<u>218</u>

Barry C Steward Kasaan			FY 2023 FINAL	FY 2024
Account Code	Description	Comments	REVISED BUDGET	4th & FINAL PROPOSED BUDGET
<b>Total 200</b>	<b>Special Education</b>		<b>9,329</b>	<b>50,194</b>
<b>School Administration</b>				
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	603	648
<b>Total 400</b>	<b>School Administration</b>		<b>6,633</b>	<b>6,678</b>
<b>Operations &amp; Maintenance</b>				
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	1,100
100.624.600..	436	Electricity	8,125	7,000
100.624.600..	437	Natural/Bottled Gas	500	500
100.624.600..	438	Gas, Diesel, Oil	6,875	5,500
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	2,500	2,500
<b>Total 600</b>	<b>Maintenance &amp; Operations</b>		<b>34,965</b>	<b>32,725</b>
<b>Student Activity</b>				
100.624.700..	316	Cert-Extra Duty	2,500	4,000
100.624.700..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	225	225
100.624.700..	365	TRS On Behalf	301	518
100.624.700..	420	Staff Travel	-	-
100.624.700..	425	Student Travel	1,953	1,953
<b>Total 700</b>	<b>Student Activity</b>		<b>4,979</b>	<b>6,696</b>
<b>Total 100</b>	<b>School Operating Fund</b>		<b>\$ 228,066</b>	<b>\$324,287</b>

Barry C Steward Kasaan Account Code			Description	Comments	FY 2023 FINAL REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
<b>Food Services Fund</b>						
255.624.790..	326	Food Service Staff		.20 FTE	9,325	9,651
255.624.790..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)			3,193	3,305
255.624.790..	366	PERS On Behalf			260	299
255.624.790..	459	Food	}	Food and Milk is part of District wide budget	-	-
255.624.790..	460	Milk			-	-
<b>Total</b>	<b>255</b>	<b>Food Services Fund</b>			<b>\$ 12,778</b>	<b>\$ 13,255</b>
<b>Total</b>	<b>624</b>	<b>Kasaan</b>			<b>\$ 240,844</b>	<b>\$337,542</b>



# Naukati Wildcats

FY 2024 4th & FINAL PROPOSED BUDGET

Location 625

	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET	<u>Change</u>
<b>Fund 100: School Operating</b>			
Function: Regular Instruction	\$ 197,545	\$ 205,228	\$ 7,683
Vocational Education	1,500	1,500	-
Special Education	93,329	98,456	5,127
School Administration	10,872	10,951	79
Maintenance & Operations	68,021	66,012	(2,009)
Student Activities	<u>6,682</u>	<u>6,718</u>	<u>36</u>
Fund Total	<u>\$ 377,949</u>	<u>\$ 388,865</u>	<u>\$ 10,916</u>
<b>Fund 205: Pupil Transportation Fund</b>	<u>\$ 3,210</u>	<u>\$ 4,349</u>	<u>\$ 1,139</u>
<b>Fund 255: Food Service Fund</b>	<u>\$ 12,745</u>	<u>\$ 13,187</u>	<u>\$ 442</u>
<b>TOTAL</b>	<u>\$ 393,904</u>	<u>\$ 406,401</u>	<u>\$ 12,497</u>
<b># Students (PreK-12)</b>	16	16	-
<b># Teachers</b>	2.25	2.25	-
<b># Classified</b>	2	2	-
<b># Administrators</b>	0	0	-
<b>Pupil/Teacher Ratio</b>	7.11	7.11	-
<b>Average Per Pupil Expenditure</b>	\$ 24,619	\$ 25,400	\$ 781

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### Location 625 Naukati

**Naukati**

Account Code	Description	Comments	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
<b><u>Regular Instruction</u></b>				
100.625.100. 315	Cert-Teacher	1.75 FTE	\$ 128,683	132,041
100.625.100. 323	NonCert-Aides		-	-
100.625.100. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		46,594	49,325
100.625.100. 365	TRS On Behalf		15,518	17,112
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		4,500	4,500
<b>Total 100</b>	<b>Regular Instruction</b>		<b>197,545</b>	<b>205,228</b>
<b><u>Vocational Education</u></b>				
100.625.160. 450	Supplies/Material/Media	Speciality Classes	1,500	1,500
<b>Total 160</b>	<b>Vocational Education</b>		<b>1,500</b>	<b>1,500</b>
<b><u>Special Education</u></b>				
100.625.200. 315	Cert-Teacher	0.5 FTE Itinerant	37,470	38,220
100.625.200. 323	NonCert-Aides	.54 FTE	25,338	26,224
100.625.200. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		24,920	27,871
100.625.200. 365	TRS On Behalf		4,519	4,953
100.625.200. 366	PERS On Behalf		707	813

**Naukati**

<b>Account Code</b>	<b>Description</b>	<b>Comments</b>	<b>FY 2023 FINAL- REVISED BUDGET</b>	<b>FY 2024 4th &amp; FINAL PROPOSED BUDGET</b>
100.625.200. 450	Supplies/Material/Media		375	375
<b>Total 200</b>	<b>Special Education</b>		<b>93,329</b>	<b>98,456</b>
<b><u>School Administration</u></b>				
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	1,138
<b>Total 400</b>	<b>School Administration</b>		<b>10,872</b>	<b>10,951</b>
<b><u>Operations &amp; Maintenance</u></b>				
100.625.600. 325	NonCert-Maint/Custodial	.20 FTE + WFB	10,178	15,475
100.625.600. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,246	1,894
100.625.600. 366	PERS On Behalf		284	480
100.625.600. 430	Snow Removal		-	-
100.625.600. 432	Garbage		1,200	1,200
100.625.600. 436	Electricity		18,750	15,000
100.625.600. 437	Natural/Bottled Gas		400	400
100.625.600. 438	Gas, Diesel, Heating Oil		12,500	10,000
100.625.600. 439	Other Energy		6,000	6,000
100.625.600. 440	Other Purchased Services		7,900	6,000
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
<b>Total 600</b>	<b>Operations &amp; Maintenance</b>		<b>68,021</b>	<b>66,012</b>
<b><u>Student Activity</u></b>				
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
100.625.700. 365	TRS On Behalf		482	518
100.625.700. 420	Staff Travel		-	-
100.625.700. 425	Student Travel		1,400	1,400

**Naukati**

<u>Account Code</u>	<u>Description</u>	<u>Comments</u>	<u>FY 2023 FINAL- REVISED BUDGET</u>	<u>FY 2024 4th &amp; FINAL PROPOSED BUDGET</u>
<b>Total 700</b>	<b>Student Activity</b>		<b>6,682</b>	<b>6,718</b>
<b>Total 100</b>	<b>School Operating Fund</b>		<b>\$ 377,949</b>	<b>\$ 388,865</b>
<b><u>Pupil Transportation Fund</u></b>				
205.625.760. 329	NonCert-Support Staff	.10 FTE	1,746	2,538
205.625.760. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		214	311
205.625.760. 458	Vehicle Gas, Diesel, & Oil		1,250	1,500
<b>Total 760</b>	<b>Pupil Transportation</b>		<b>\$ 3,210</b>	<b>\$ 4,349</b>
<b><u>Food Services Fund</u></b>				
255.625.790. 326	Food Service Staff	.20 FTE	11,355	11,749
255.625.790. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,390	1,438
255.625.790. 459	Food	} Food and Milk is part of District wide budget	-	-
255.625.790. 460	Milk		-	-
<b>Total 255</b>	<b>Food Services Fund</b>		<b>\$ 12,745</b>	<b>\$ 13,187</b>
<b>Total 625</b>	<b>Naukati</b>		<b>\$ 393,904</b>	<b>\$ 406,401</b>



# Thorne Bay Wolverines

FY 2024 4th & FINAL PROPOSED BUDGET

**Location 628**

	<u>FY 2023 FINAL- REVISED BUDGET</u>	<u>FY 2024 4th &amp; FINAL PROPOSED</u>	<u>Change</u>
<b>Fund 100: School Operating</b>			
Function: Regular Instruction	\$ 428,271	\$ 448,163	\$ 19,892
Vocational Education	2,400	2,400	-
Special Education	156,599	190,524	33,925
Pupil Support	-	-	-
School Administration	43,380	168,210	124,830
School Administration Support	30,400	31,435	1,035
Maintenance & Operations	273,258	282,203	8,945
Student Activity	40,142	40,304	162
Fund Total	<u>\$ 974,450</u>	<u>\$ 1,163,239</u>	<u>\$ 188,789</u>
<b>Fund 205: Student Transportation</b>	<u>\$ 30,541</u>	<u>\$ 32,459</u>	<u>\$ 1,918</u>
<b>Fund 255: Food Service Fund</b>	<u>\$ 32,614</u>	<u>\$ 33,830</u>	<u>\$ 1,216</u>
<b>TOTAL</b>	<u>\$ 1,037,605</u>	<u>\$ 1,229,528</u>	<u>\$ 191,923</u>
<b># Students (PreK-12)</b>	50.5	50.5	-
<b># Teachers</b>	5.4	5	(0.4)
<b># Classified</b>	5.53	5.53	-
<b># Administrators</b>	1	1	-
<b>Pupil/Teacher Ratio</b>	9.35	10.10	0.7
<b>Average Per Pupil Expenditure</b>	\$ 20,547	\$ 24,347	\$ 3,800

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### Location 628 Thorne Bay

**Thorne Bay**

Account Code	Description	Comments	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
<b><u>Regular Instruction</u></b>				
100.628.100. 315	Cert-Teacher	4.0 FTE	\$ 274,952	\$ 285,414
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)		92,679	98,697
100.628.100. 365	TRS On Behalf		33,159	36,990
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>11,313</u>	<u>11,313</u>
<b>Total 100</b>	<b>Regular Instruction</b>		<b><u>428,271</u></b>	<b><u>448,163</u></b>
<b><u>Vocational Education</u></b>				
100.628.160. 315	Cert-Teacher	<del>4.0 FTE</del>	-	-
100.628.160. 316	Cert-Extra Duty Pay		-	-
100.628.160. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	-
100.628.160. 365	TRS On Behalf		-	-
100.628.160. 410	Professional & Technical Services		-	-

Thorne Bay

Account Code	Description	Comments	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
100.628.160. 450	Supplies/Material/Media		2,400	2,400
<b>Total 160</b>	<b>Vocational Education</b>		<b>2,400</b>	<b>2,400</b>

**Special Education**

100.628.200. 315	Cert-Teacher	1.0 FTE	68,763	70,278
100.628.200. 323	NonCert-Aides	2.0 FTE	20,590	38,024
100.628.200. 329	Substitutes/Temporaries		10,500	10,500
100.628.200. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		46,879	60,436
100.628.200. 365	TRS On Behalf		8,293	9,108
100.628.200. 366	PERS On Behalf		574	1,179
100.628.200. 450	Supplies/Material/Media		1,000	1,000
<b>Total 200</b>	<b>Special Education</b>		<b>156,599</b>	<b>190,524</b>

**Instruction - Pupil Support**

100.628.350. 366	PERS On Behalf		-	-
<b>Total 350</b>	<b>Instruction - Pupil Support</b>		<b>-</b>	<b>-</b>

**School Administration**

100.628.400. 313	Cert - Principal	1.0 FTE	22,700	107,000
100.628.400. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		16,067	43,468
100.628.400. 365	TRS On Behalf		2,738	13,867
100.628.400. 420	Staff Travel		-	2,000
100.628.400. 450	Supplies, Materials, & Media		1,875	1,875
<b>Total 400</b>	<b>School Administration</b>		<b>43,380</b>	<b>168,210</b>

**School Administration Support**

100.628.450. 324	NonCert-Support Staff	.5 FTE	20,270	20,977
100.628.450. 329	Substitutes/Temporaries		2,000	2,000
100.628.450. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		6,940	7,182

Thorne Bay

			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
100.628.450. 366	PERS On Behalf		566	650
100.628.450. 420	Staff Travel		-	-
100.628.450. 450	Supplies, Materials, & Media		624	625
<b>Total 450</b>	<b>School Administration Support</b>		<b>30,400</b>	<b>31,435</b>
<b><u>Maintenance &amp; Operations</u></b>				
100.628.600. 325	NonCert-Maint/Custodial	1.20 FTE	25,823	25,823
100.628.600. 329	Substitutes/Temporaries		25,000	25,000
100.628.600. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		46,933	47,673
100.628.600. 366	PERS On Behalf		721	801
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	69,000
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	17,000
100.628.600. 452	Maintenance Supplies		18,656	18,656
100.628.600. 453	Custodial Supplies		3,375	5,500
<b>Total 600</b>	<b>Operations &amp; Maintenance</b>		<b>273,258</b>	<b>282,203</b>
<b><u>Student Activity</u></b>				
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	2,333
100.628.700. 420	Staff Travel		1,000	1,001
100.628.700. 425	Student Travel		8,570	8,570
100.628.700. 450	Supplies/Material/Media		950	950

Thorne Bay

			FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
Account Code	Description	Comments		
<b>Total 700</b>	<b>Student Activity</b>		<b>40,142</b>	<b>40,304</b>
<b>Total 100</b>	<b>School Operating Fund</b>		<b>\$ 974,450</b>	<b>\$ 1,163,239</b>
<b><u>Student Transportation</u></b>				
205.628.760.	325 Maintenance	.43 FTE	21,247	21,987
205.628.760.	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,601	2,691
205.628.760.	366 PERS On Behalf		593	682
205.628.760.	440 Other Purchased Service In Lieu of Transp.		1,100	1,100
205.628.760.	452 Maintenance Supplies		5,000	6,000
<b>Total 205</b>	<b>Student Transportation</b>		<b>\$ 30,541</b>	<b>\$ 32,459</b>
<b><u>Food Services Fund</u></b>				
255.628.790.	326 Food Service Staff	2 (1 @ 29hrs/1@19hrs)	23,800	24,632
255.628.790.	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		8,149	8,434
255.628.790.	366 PERS On Behalf		665	764
255.628.790.	459 Food	} Food and Milk is part of District wide budget	-	-
255.628.790.	460 Milk		-	-
<b>Total 255</b>	<b>Food Services Fund</b>		<b>\$ 32,614</b>	<b>\$ 33,830</b>
<b>Total 628</b>	<b>Thorne Bay</b>		<b>\$ 1,037,605</b>	<b>\$ 1,229,528</b>



# Whale Pass

FY 2024 4th & FINAL PROPOSED BUDGET

**Location 632**

	<u>FY 2023 FINAL- REVISED BUDGET</u>	<u>FY 2024 4th &amp; FINAL PROPOSED</u>	<u>Change</u>
<b>Fund 100: School Operating</b>			
Function: Regular Instruction	\$ 217,122	\$ 222,249	\$ 5,127
Vocational Education	1,500	1,500	-
Special Education	74,832	79,693	4,861
School Administration	6,633	6,678	45
Operations & Maintenance	35,790	35,792	2
Student Activities	4,951	6,451	1,500
Fund Total	<u>\$ 340,828</u>	<u>\$ 352,363</u>	<u>\$ 11,535</u>
<b>Fund 255: Food Service Fund</b>	<u>\$ 14,232</u>	<u>\$ 14,724</u>	<u>492</u>
 <b>TOTAL</b>	 <u><u>\$ 355,060</u></u>	 <u><u>\$ 367,087</u></u>	 <u><u>\$ 12,027</u></u>
 <b># Students (PreK-12)</b>	 16	 16	 -
<b># Teachers</b>	2.25	2.25	-
<b># Classified</b>	1.41	1.41	-
<b># Administrators</b>	0	0	-
<b>Pupil/Teacher Ratio</b>	7.11	7.11	-
<b>Average Per Pupil Expenditure</b>	\$ 22,191	\$ 22,943	\$ 752

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### Location 632 Whale Pass

**Whale Pass**

Account Code	Description	Comments	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET	
<b><u>Regular Instruction</u></b>					
100.632.100	315	Cert-Teacher	2.0 FTE	\$ 143,667	\$ 145,586
100.632.100	323	NonCert-Aides		-	-
100.632.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		48,980	50,645
100.632.100	365	TRS On Behalf		17,325	18,868
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>4,500</u>	<u>4,500</u>
<b>Total</b>	<b>100</b>	<b>Regular Instruction</b>		<b><u>217,122</u></b>	<b><u>222,249</u></b>
<b><u>Vocational Education</u></b>					
100.632.160	450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
<b>Total</b>	<b>160</b>	<b>Vocational Education</b>		<b><u>1,500</u></b>	<b><u>1,500</u></b>
<b><u>Special Education</u></b>					
100.632.200	315	Cert-Teacher	.25 FTE Itinerant	18,735	19,110
100.632.200	323	Non-Cert - Aides	1.0 FTE	33,087	35,158
100.632.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		19,451	21,484
100.632.200	365	TRS On Behalf		2,259	2,477
100.632.200	366	PERS On Behalf		925	1,090
100.632.200	450	Supplies/Material/Media		<u>375</u>	<u>375</u>
<b>Total</b>	<b>200</b>	<b>Special Education</b>		<b><u>74,832</u></b>	<b><u>79,693</u></b>

Whale Pass

Account Code	Description	Comments	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET
<b><u>School Administration</u></b>				
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	603	648
			<b>6,633</b>	<b>6,678</b>
<b><u>Operations &amp; Maintenance</u></b>				
100.632.600	325	NonCert-Maint/Custodial .16 FTE	7,096	7,343
100.632.600	329	Substitutes/Temporaries	3,000	3,000
100.632.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	869	899
100.632.600	431	Water & Sewer	300	300
100.632.600	436	Electricity	6,250	5,250
100.632.600	438	Gas, Diesel, Oil	1,875	2,000
100.632.600	439	Other Energy	2,400	3,000
100.632.600	440	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	2,500	2,500
<b>Total</b>	<b>600</b>	<b>Maintenance &amp; Operations</b>	<b>35,790</b>	<b>35,792</b>
<b><u>Student Activities</u></b>				
100.632.700	316	Extra Duty Pay	2,500	4,000
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	1,951	1,951
<b>Total</b>	<b>700</b>	<b>Student Activities</b>	<b>4,951</b>	<b>6,451</b>
<b>Total</b>	<b>100</b>	<b>School Operating Fund</b>	<b>340,828</b>	<b>352,363</b>
<b><u>Food Services Fund</u></b>				
255.632.790	326	Food Service Staff .20 FTE	10,601	10,968
255.632.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	3,631	3,756

**Whale Pass**

<b>Account Code</b>	<b>Description</b>	<b>Comments</b>	<b>FY 2023 FINAL- REVISED BUDGET</b>	<b>FY 2024 4th &amp; FINAL PROPOSED BUDGET</b>
255.632.790	459	Food	-	-
255.632.790	460	Milk	-	-
<b>Total</b>	<b>255</b>	<b>Food Services Fund</b>	<b>\$ 14,232</b>	<b>\$ 14,724</b>
<b>Total</b>	<b>632</b>	<b>Whale Pass</b>	<b>\$ 355,060</b>	<b>\$ 367,087</b>



# Hollis Hawks

FY 2024 4th & FINAL PROPOSED BUDGET

Location 667

	FY 2023 FINAL- REVISED BUDGET	FY 2024 4th & FINAL PROPOSED BUDGET	<u>Change</u>
<b>Fund 100: School Operating</b>			
Function: Regular Instruction	\$ 229,888	\$ 309,986	\$ 80,098
Vocational Education	1,500	1,500	-
Special Education	108,727	90,596	(18,131)
School Administration	9,077	9,141	64
Maintenance & Operations	51,555	57,220	5,665
Student Activities	<u>7,566</u>	<u>8,947</u>	<u>1,381</u>
Fund Total	<u>\$ 408,313</u>	<u>\$ 477,390</u>	<u>\$ 69,077</u>
<b>Fund 205: Student Transportation Fund</b>	<u>\$ 44,881</u>	<u>\$ 47,225</u>	<u>\$ 2,344</u>
<b>Fund 255: Food Service Fund</b>	<u>\$ 11,780</u>	<u>\$ 12,227</u>	<u>\$ 447</u>
<b>TOTAL</b>	<u>\$ 464,974</u>	<u>\$ 536,842</u>	<u>\$ 71,868</u>
<b># Students (PreK-12)</b>	18	18	-
<b># Teachers</b>	2	2.5	0.5
<b># Classified</b>	2.75	2.75	-
<b># Administrators</b>	0	0	-
<b>Pupil/Teacher Ratio</b>	9.00	7.20	(1.8)
<b>Average Per Pupil Expenditure</b>	\$ 25,832	\$ 29,825	\$ 3,993

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### Location 667 Hollis

Hollis			FY 2023	FY 2024 4th
Account Code	Description	Comments	FINAL- REVISED	& FINAL PROPOSED
<b><u>Regular Instruction</u></b>				
100.667.100 315	Cert-Teacher	2.0 FTE	\$ 132,760	\$ 177,445
100.667.100 323	NonCert-Aides		-	-
100.667.100 329	Substitutes/Temporaries		1,904	2,000
100.667.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		73,363	101,694
100.667.100 365	TRS On Behalf		16,011	22,997
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		4,750	4,750
<b>Total 100</b>	<b>Regular Instruction</b>		<b>229,888</b>	<b>309,986</b>
<b><u>Vocational Education</u></b>				
100.667.160 450	Supplies/Material/Media	Speciality Classes	1,500	1,500
<b>Total 160</b>	<b>Vocational Education</b>		<b>1,500</b>	<b>1,500</b>
<b><u>Special Education</u></b>				
100.667.200 315	Cert-Teacher	.5 FTE (Itinerant)	45,189	35,139
100.667.200 323	NonCert-Aides	.65 FTE	21,225	21,970
100.667.200 329	Substitutes/Temporaries		4,000	4,000

**Hollis**

<b>Account Code</b>	<b>Description</b>	<b>Comments</b>	<b>FY 2023 FINAL- REVISED</b>	<b>FY 2024 4th &amp; FINAL PROPOSED</b>
100.667.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	31,896	23,877
100.667.200	365	TRS On Behalf	5,450	4,554
100.667.200	366	PERS On Behalf	592	681
100.667.200	450	Supplies/Material/Media	375	375
<b>Total</b>	<b>200</b>	<b>Special Education</b>	<b>108,727</b>	<b>90,596</b>
<b><u>School Administration</u></b>				
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	866	931
<b>Total</b>	<b>400</b>	<b>School Administration</b>	<b>9,077</b>	<b>9,141</b>
<b><u>Operations &amp; Maintenance</u></b>				
100.667.600	325	NonCert-Maint/Custodial .50 FTE + WFB	12,418	12,675
100.667.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,520	1,551
100.667.600	366	PERS On Behalf	347	393
100.667.600	431	Water & Sewer	2,400	2,400
100.667.600	432	Garbage	2,000	2,000
100.667.600	436	Electricity (New School Incr in Sq.Ft)	10,000	15,000
100.667.600	437	Natural/Bottled Gas	120	250
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	4,200
100.667.600	452	Maintenance I Supplies	6,875	6,875
100.667.600	453	Custodial Supplies	1,250	1,250
<b>Total</b>	<b>600</b>	<b>Operations &amp; Maintenance</b>	<b>51,555</b>	<b>57,220</b>
<b><u>Student Activity</u></b>				
100.667.700	316	Cert-Extra Duty Pay	2,800	4,000
100.667.700	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	500	500

**Hollis**

<b>Account Code</b>	<b>Description</b>	<b>Comments</b>	<b>FY 2023 FINAL- REVISED</b>	<b>FY 2024 4th &amp; FINAL PROPOSED</b>
100.667.700 365	TRS On Behalf		337	518
100.667.700 366	PERS On Behalf		-	-
100.667.700 420	Staff Travel		625	625
100.667.700 425	Student Travel		<u>3,304</u>	<u>3,304</u>
<b>Total 700</b>	<b>Student Activity</b>		<u><b>7,566</b></u>	<u><b>8,947</b></u>
<b>Total 100</b>	<b>School Operating Fund</b>		<u><b>\$ 408,313</b></u>	<u><b>\$ 477,390</b></u>
<b><u>Student Transportation</u></b>				
205.667.760 327	Bus Drivers	.80 FTE	26,915	27,832
205.667.760 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		9,216	9,530
205.667.760 366	PERS On Behalf		750	863
205.667.760 458	Gasoline & Oil		<u>8,000</u>	<u>9,000</u>
<b>Total 205</b>	<b>Student Transportation</b>		<u><b>\$ 44,881</b></u>	<u><b>\$ 47,225</b></u>
<b><u>Food Services Fund</u></b>				
255.667.790 326	Food Service Staff	.20 FTE	10,240	10,601
255.667.790 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,253	1,298
255.667.790 366	PERS On Behalf		287	329
255.667.790 459	Food	} Food and Milk is part of District wide budget	-	-
255.667.790 460	Milk		<u>-</u>	<u>-</u>
<b>Total 255</b>	<b>Food Services Fund</b>		<u><b>\$ 11,780</b></u>	<u><b>\$ 12,227</b></u>
<b>Total 667</b>	<b>Hollis</b>		<u><b>\$ 464,974</b></u>	<u><b>\$ 536,842</b></u>



# Port Alexander Eagles

FY 2024 4th & FINAL PROPOSED BUDGET

Location 669

	<u>FY 2023 FINAL- REVISED BUDGET</u>	<u>FY 2024 4th &amp; FINAL PROPOSED</u>	<u>Change</u>
<b>Fund 100: School Operating</b>			
Function: 100 Regular Instruction	\$ 113,395	\$ 156,395	\$ 43,000
Vocational Education	1,500	1,500	-
200 Special Education	-	28,024	28,024
400 School Administration	7,030	7,078	48
600 Maintenance & Operations	52,224	52,865	641
700 Student Activities	1,250	5,750	4,500
<b>Fund Total</b>	<b>\$ 175,399</b>	<b>\$ 251,612</b>	<b>76,213</b>
<b>Fund 255: Food Service Fund</b>	<b>\$ 1,140</b>	<b>\$ 1,142</b>	<b>\$ 2</b>
<b>TOTAL</b>	<b>\$ 176,539</b>	<b>\$ 252,754</b>	<b>\$ 76,215</b>
<b># Students (PreK-12)</b>	12	12	-
<b># Teachers</b>	1.125	1.375	0.3
<b># Classified</b>	0.885	0.45	(0.4)
<b># Administrators</b>	0	0	-
<b>Pupil/Teacher Ratio</b>	10.67	8.73	(1.9)
<b>Average Per Pupil Expenditure</b>	\$ 14,712	\$ 21,063	\$ 6,351

# Southeast Island School District

## FY 2024 4th & FINAL PROPOSED BUDGET

### Location 669 Port Alexander

**Port Alexander**

Account Code	Description	Comments	FY 2023 FINAL- REVISED	FY 2024 4th & FINAL PROPOSED
<b><u>Regular Instruction</u></b>				
100.669.100 315	Cert-Teacher	1.125 FTE	\$ 54,676	\$ 78,295
100.669.100 316	Cert-Extra Duty	AATTSA Coord	4,771	5,000
100.669.100 323	NonCert-Aides		-	-
100.669.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		35,059	48,908
100.669.100 365	TRS On Behalf		6,594	10,147
100.669.100 420	Staff Travel		-	-
100.669.100 425	Student Travel	(Academy Student Travel - Quality Schools)	6,250	8,000
100.669.100 433	Communications		2,045	2,045
100.669.100 440	Other Purchased Services	Pd as Extra Duty	-	-
100.669.100 450	Supplies/Material/Media		<u>4,000</u>	<u>4,000</u>
<b>Total 100</b>	<b>Regular Instruction</b>		<b><u>113,395</u></b>	<b><u>156,395</u></b>
<b><u>Vocational Education</u></b>				
100.669.160 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
<b>Total 160</b>	<b>Vocational Education</b>		<b><u>1,500</u></b>	<b><u>1,500</u></b>
<b><u>Special Education</u></b>				
100.669.200 315	Cert-Teacher	.25 FTE Itinerant	-	17,570
100.669.200 323	NonCert-Aides		-	-
100.669.200 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	8,178
100.669.200 365	TRS On Behalf		-	2,277
100.669.200 450	Supplies/Material/Media		<u>-</u>	<u>-</u>

**Port Alexander**

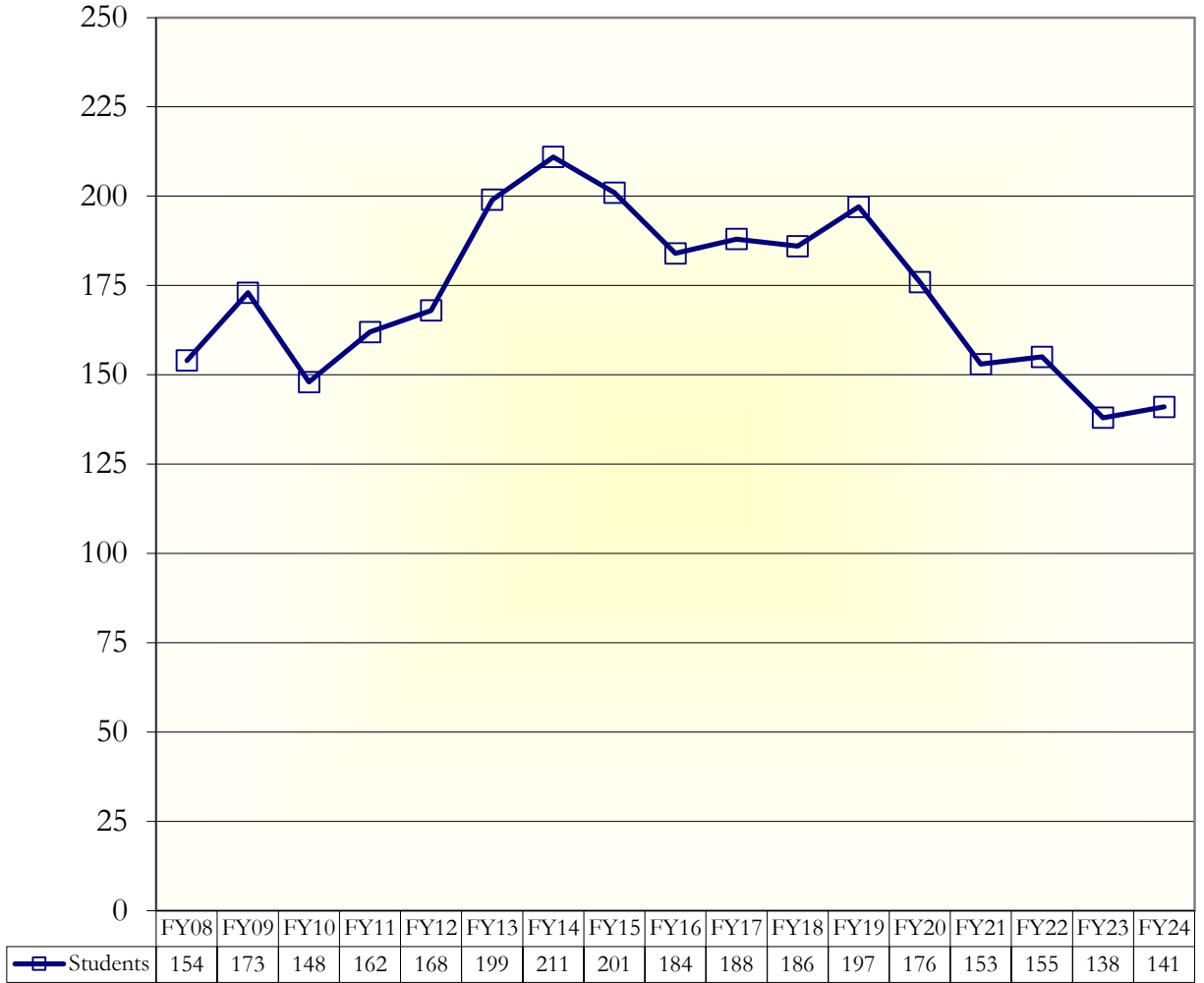
<b>Account Code</b>	<b>Description</b>	<b>Comments</b>	<b>FY 2023 FINAL- REVISED</b>	<b>FY 2024 4th &amp; FINAL PROPOSED</b>
<b>Total 200</b>	<b>Special Education</b>		<b>-</b>	<b>28,024</b>
<b><u>School Administration</u></b>				
100.669.400 316	Extra Duty - Lead Teacher		5,354	5,354
100.669.400 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,030	1,030
100.669.400 365	TRS On Behalf		646	694
<b>Total 400</b>	<b>School Administration</b>		<b>7,030</b>	<b>7,078</b>
<b><u>Operations &amp; Maintenance</u></b>				
100.669.600 325	NonCert-Maint/Custodial	.30 FTE	13,561	14,036
100.669.600 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,660	1,718
100.669.600 366	PERS On Behalf		378	435
100.669.600 431	Water & Sewage		100	100
100.669.600 432	Garbage		400	400
100.669.600 437	Natural/Bottled Gas		-	50
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		1,250	1,250
<b>Total 600</b>	<b>Maintenance &amp; Operations</b>		<b>52,224</b>	<b>52,865</b>
<b><u>Student Activity</u></b>				
100.667.700 316	Cert-Extra Duty Pay		-	4,000
100.667.700 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	500
100.669.700 420	Staff Travel		-	-
100.669.700 425	Student Travel		1,250	1,250
<b>Total 700</b>	<b>Student Activity</b>		<b>1,250</b>	<b>5,750</b>
<b>Total 100</b>	<b>School Operating Fund</b>		<b>\$ 175,399</b>	<b>\$ 251,612</b>

**Port Alexander**

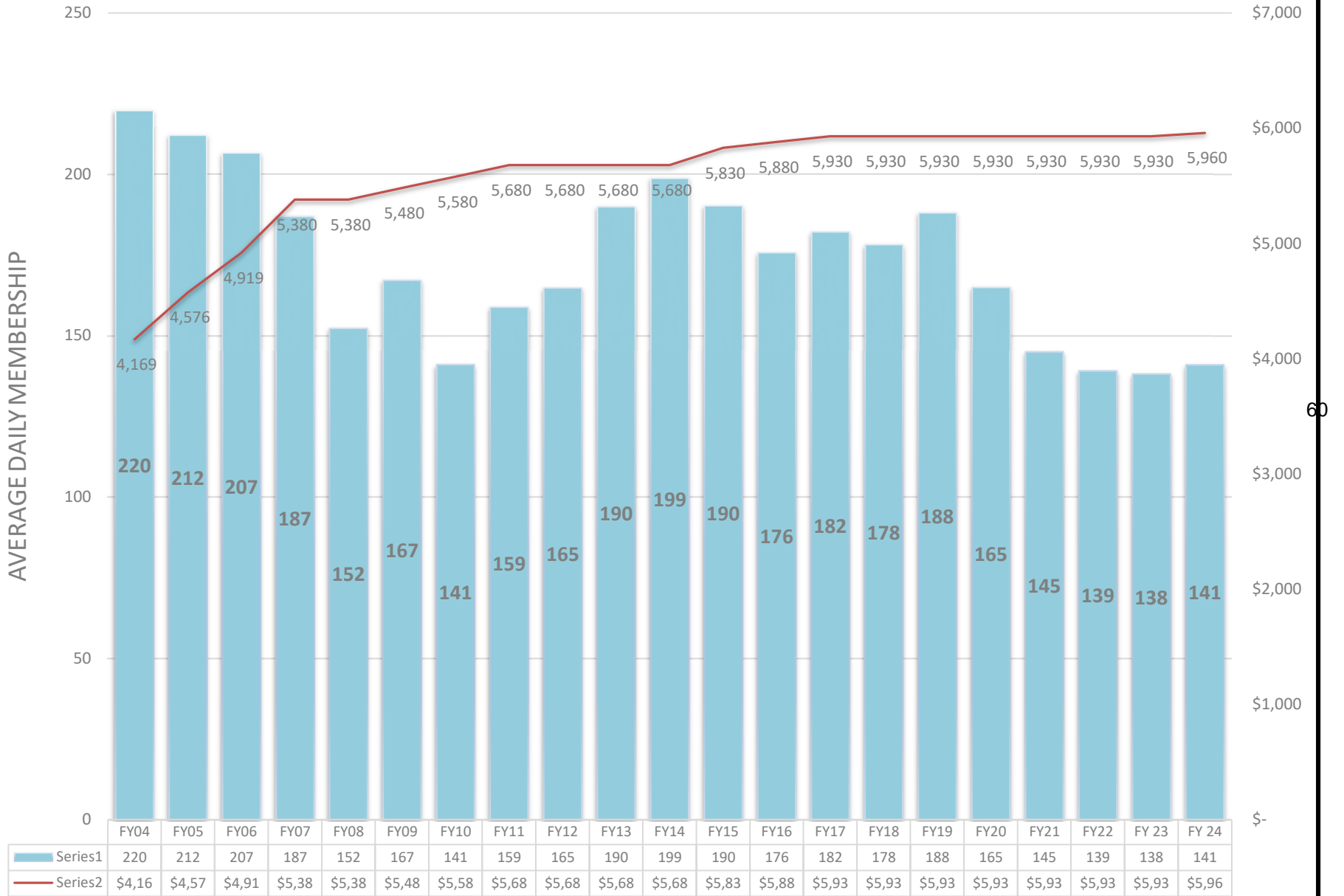
<b>Account Code</b>	<b>Description</b>	<b>Comments</b>	<b>FY 2023 FINAL- REVISED</b>	<b>FY 2024 4th &amp; FINAL PROPOSED</b>
<b><u>Food Services Fund</u></b>				
255.669.790 326	Food Service Staff	.20 FTE	1,018	1,018
255.669.790 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		122	125
255.669.790 366	PERS On Behalf			-
255.669.790 459	Food	Food and Milk is part of District wide budget	-	-
255.669.790 460	Milk		-	-
<b>Total 255</b>	<b>Food Services Fund</b>		<b><u>1,140</u></b>	<b><u>1,142</u></b>
<b>Total 669</b>	<b>Port Alexander</b>		<b><u>\$ 176,539</u></b>	<b><u>\$ 252,754</u></b>

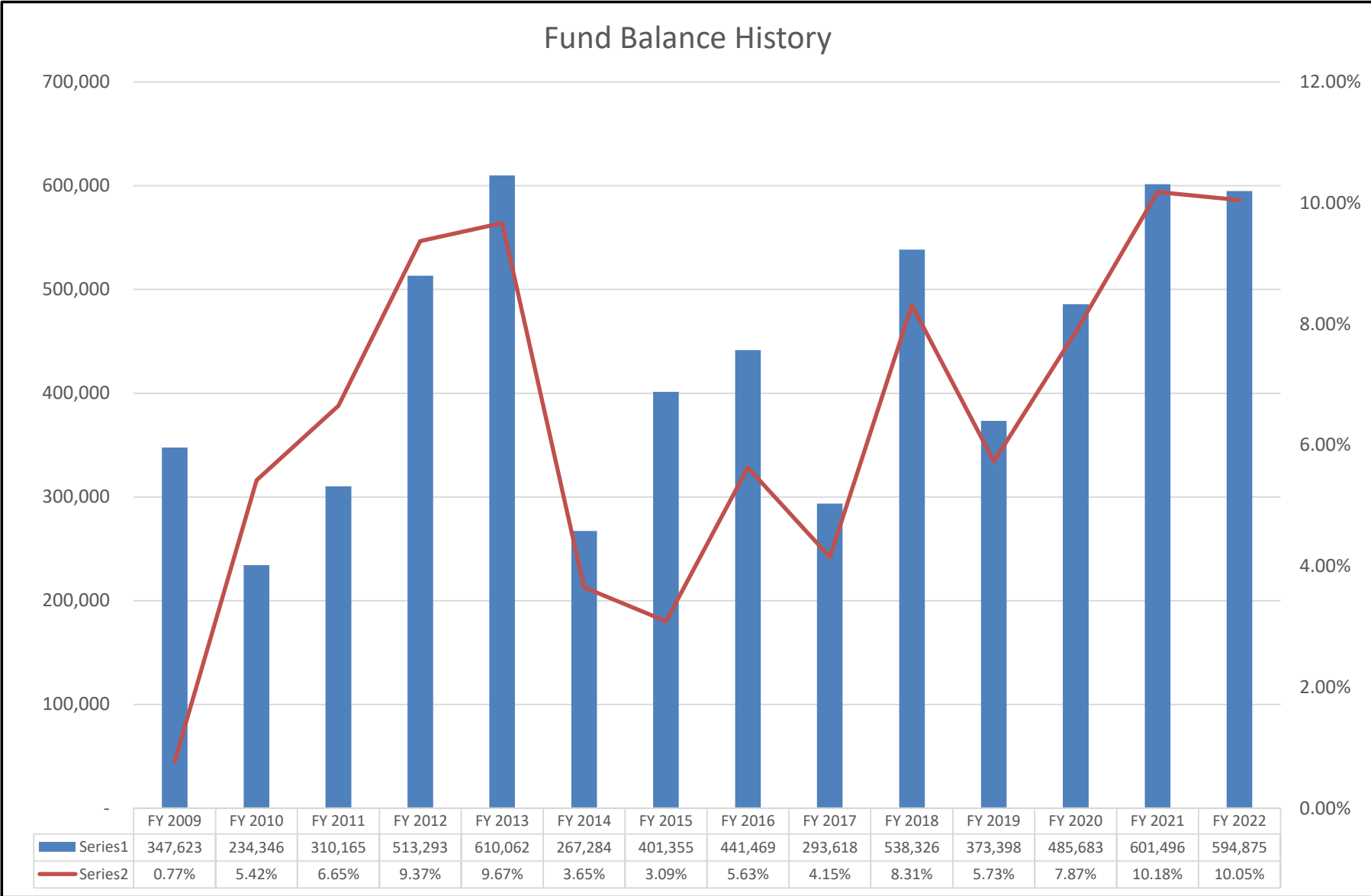
# Enrollment

PreK - Grade 12  
FY2008 - 2024

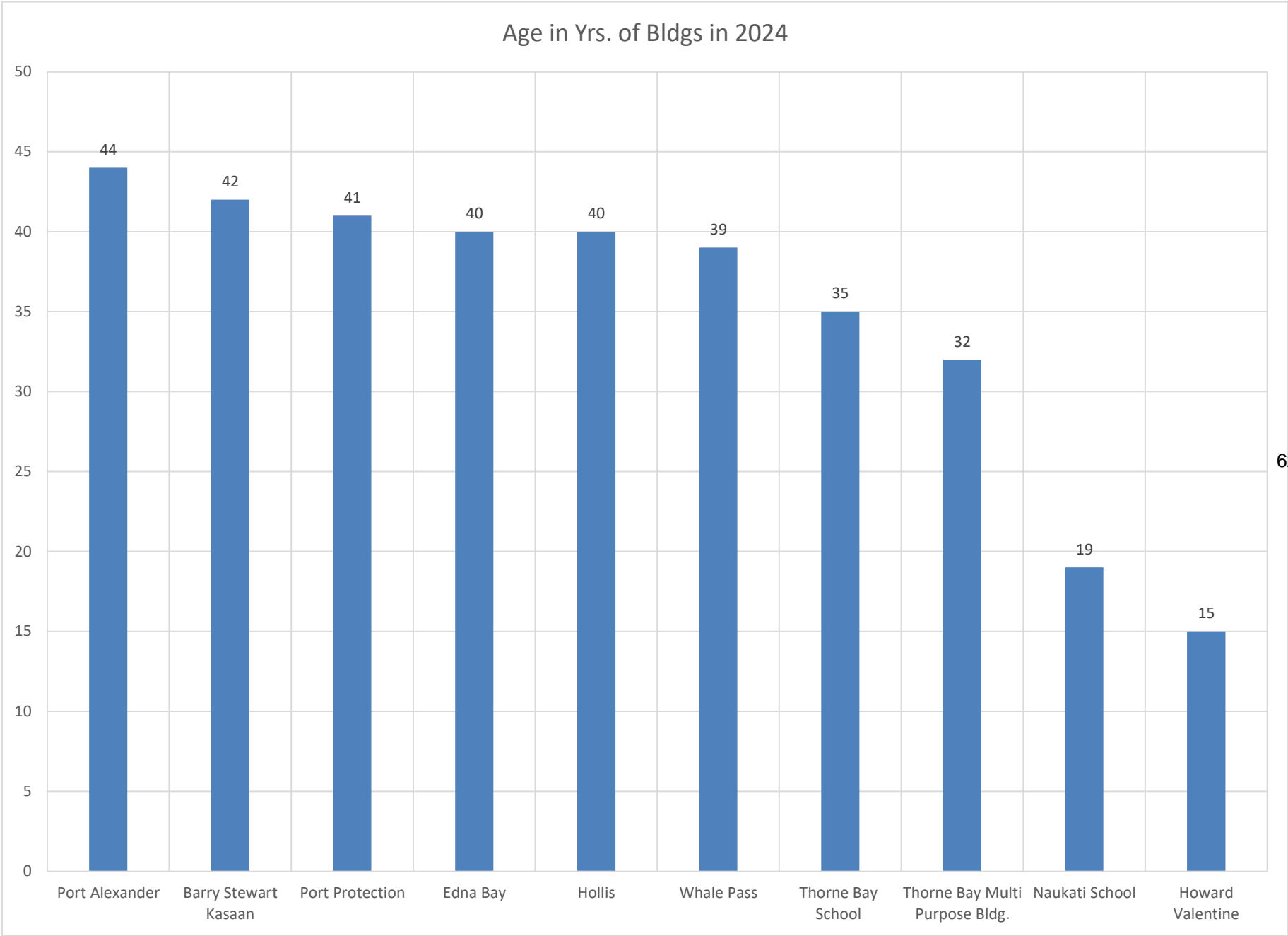


# Average Daily Membership (ADM) & BSA





61



62



## 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](mailto:sisd@sisd.org)

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June 23, 2023

Re: Special education related services proposals

Dear Board Members

We current have two proposals for special education related services that are similar to last year. One for Occupational Therapy Services and one for Physical Therapy services. These are two service providers that we contracted with last year. Consistency with service providers is important, especially with other changes. We also are accepting a proposal with our previous speech and language pathologist, for less services than last year. She will come and do on site visits and evaluations. For the online services, I am working with University of Texas to provide the remainder of the services for our students. This is a cost saving measure, however, also provides opportunity for soon to be speech pathologists to gain their internship hours. Finally, we usually include Psychologist services for evaluations. We are unsure of our needs for next year, so we are waiting for a decision about that. We are also in need of a special education director and I am reaching out to several people for proposals to oversee our special education services.

If you have any questions, please contact me at 907/828-8254 or [superintendent@sisd.org](mailto:superintendent@sisd.org).

Sincerely,

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

Deidre Jenson  
Interim Superintendent

## Elective Course Description

<b>Course Name</b>	Community Maintenance I
<b>Course Number</b>	TBD
<b>Length of Course</b>	One Semester
<b>Grade Level</b>	7-8, 9-12
<b>Credit Type</b>	0.5 Elective Per Semester
<b>Grading Scale</b>	A-F
<b>Course Prerequisite</b>	None
<b>Course Summary</b>	<p>This course is for students to learn skills required to plan and execute any common type of maintenance project that any adult may need to do in their home or living space. These projects include but are not limited to: cleaning, groundskeeping, patching and painting; plumbing, electrical, vehicle, woodstove and chimney maintenance.</p> <p>It will help students develop skills to organize tools and workspaces and plan and estimate projects and their costs.</p> <p>It is an opportunity to put maintenance skills to practice within the community in cooperation with SISD Maintenance and SISD Teacher Housing.</p>
<b>Primary Materials</b>	<p>Thorne Bay School Workshop and its tools.</p> <p>SISD Housing</p> <p>Project specific tools and materials based on the week's project.</p>
<b>Standards</b>	

<b>Assessment</b>	

<b>Activities</b>	
<b>Week</b>	<b>Activities</b>
<p><b><u>Week 1</u></b></p> <p><b><i>Workspace and Supplies:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Workshop</i></li> <li><input type="checkbox"/> <i>Workshop tools</i></li> <li><input type="checkbox"/> <i>Air Compressor with blower attachment</i></li> <li><input type="checkbox"/> <i>Grinding wheel</i></li> <li><input type="checkbox"/> <i>Wet Stones</i></li> <li><input type="checkbox"/> <i>WD-40</i></li> <li><input type="checkbox"/> <i>CLP</i></li> <li><input type="checkbox"/> <i>Rags</i></li> <li><input type="checkbox"/> <i>Shop Vac</i></li> <li><input type="checkbox"/> <i>Brooms and Dustpans</i></li> </ul>	<p><b>Tool maintenance and safety.</b></p> <ol style="list-style-type: none"> <li>1. Worksite safety             <ol style="list-style-type: none"> <li>a. PPE</li> <li>b. “A safe workspace is a clean workspace”</li> </ol> </li> <li>2. How to organize, clean and sharpen tools.             <ol style="list-style-type: none"> <li>a. Where tools belong in the shop</li> <li>b. Where tools belong in tool boxes</li> <li>c. Put it back after you use it/one tool at a time.</li> <li>d. Air Compressor Operation</li> <li>e. Dust, Dirt and Rust removal</li> <li>f. Dust, Dirt and Rust prevention</li> <li>g. Grinder and Sharpening Stone Operation</li> <li>h. Sharpening blades</li> <li>i. Sharpening bits</li> </ol> </li> <li>3. How to keep a safe and clean work site.             <ol style="list-style-type: none"> <li>a. Shop vac operation</li> <li>b. Broom and Dustpan Operation</li> <li>c. Garbage collection and disposal</li> <li>d. Surface cleaning</li> <li>e. Rag collection and washing</li> </ol> </li> </ol>

<p><b>Week 2</b></p> <p><b>Workspace and Supplies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop/Classroom</li> <li><input type="checkbox"/> Sand Paper</li> <li><input type="checkbox"/> Orbital Sander</li> <li><input type="checkbox"/> Drywall saw</li> <li><input type="checkbox"/> Spackle</li> <li><input type="checkbox"/> Spackle Knife</li> <li><input type="checkbox"/> Drywall tape/patching</li> <li><input type="checkbox"/> Trim Caulking</li> <li><input type="checkbox"/> Caulk Gun</li> <li><input type="checkbox"/> Primer</li> <li><input type="checkbox"/> Orange Peel</li> <li><input type="checkbox"/> Paint</li> <li><input type="checkbox"/> Drop Cloth</li> <li><input type="checkbox"/> Paint Brush</li> <li><input type="checkbox"/> Roller Brush and Pan kit</li> </ul> <p><u>Possible Field Trip:</u></p> <ul style="list-style-type: none"> <li>-JS Supply Craig</li> <li>-Thorne Bay Hardware</li> <li>-SISD Maintenance Building</li> </ul>	<p><b>Project Planning</b></p> <ol style="list-style-type: none"> <li>1. How to plan a project considering tools, materials, cost and time estimates.       <ol style="list-style-type: none"> <li>a. What is the problem that needs to be fixed, replaced or maintained?</li> <li>b. Which materials are needed to fix, replace or maintain the problem?           <ol style="list-style-type: none"> <li>i. What are your limitations?               <ol style="list-style-type: none"> <li>1. budget</li> <li>2. availability</li> </ol> </li> <li>ii. What are your compromises?</li> </ol> </li> <li>c. Which tools are needed to fix, replace or maintain the problem?           <ol style="list-style-type: none"> <li>i. What are your limitations?               <ol style="list-style-type: none"> <li>1. Availability</li> </ol> </li> <li>ii. What are your compromises?</li> </ol> </li> </ol> </li> </ol> <p><b>Skill of the Week: Patch and Paint</b></p> <ol style="list-style-type: none"> <li>1. Common scuffs, rips, and holes that can be patched in a home wall or ceiling and how to patch them.       <ol style="list-style-type: none"> <li>a. materials and tools needed</li> <li>b. How to:           <ol style="list-style-type: none"> <li>i. repair and spackle small holes or scuffs</li> <li>ii. patch drywall holes</li> <li>iii. spackle, texture, prime and paint repair patches</li> </ol> </li> </ol> </li> <li>2. Painting a room       <ol style="list-style-type: none"> <li>a. materials and tools needed</li> <li>b. How to:           <ol style="list-style-type: none"> <li>i. prep a room for painting (ground cloth and taping)</li> <li>ii. painting edges</li> <li>iii. primers</li> <li>iv. paint/rolling walls</li> </ol> </li> </ol> </li> </ol>
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<i>Possible Community Painter Contact:</i>	
<b>Week 3</b>	<b><i>Community Project</i></b>
<b>Week 4</b>	<b>Skill of the Week: Surface Washing</b>
<b>Week 5</b>	<b><i>Community Project</i></b>
<b>Week 6</b>	<b>Skill of the Week: Plumbing: Sinks, Toilets and Hoses</b>
<b>Week 7</b>	<b><i>Community Project</i></b>
<b>Week 8</b>	<b>Skill of the Week: Cutting, Chopping and Stacking Wood</b>
<b>Week 9</b>	<b><i>Community Project</i></b>
<b>Week 10</b>	<b>Skill of the Week: Vehicle Maintenance</b>
<b>Week 11</b>	<b><i>Community Project</i></b>
<b>Week 12</b>	<b>Skill of the Week: Electrical Maintenance</b>
<b>Week 13</b>	<b><i>Community Project</i></b>
<b>Week 14</b>	<b>Skill of the Week: Grounds Keeping</b>
<b>Week 15</b>	<b><i>Community Project</i></b>
<b>Week 16</b>	<b>Skill of the Week: Wood Stove and Chimney Maintenance</b>

## BP 4218 Classified Personnel - Dismissal/Suspension/Disciplinary Action

### Probationary Employees

At any time prior to the expiration of the probationary period, the Superintendent or designee may dismiss a probationary classified employee from district employment. A probationary employee shall not be entitled to a hearing.

### Permanent Employees

Permanent classified employees shall be subject to ~~personnel action (including, but not limited to, reprimand, suspension without pay, demotion, reduction of pay step in class, grade, or dismissal)~~ termination only for cause. This provision shall not apply to (1) the expiration of a contract and a decision by the District not to offer another contract or, (2) a no cause termination of a contract as and to the extent provided in the contract of employment.

This policy also applies to classified management and supervisory employees unless otherwise provided by law.

*(cf. 4300 - Definitions)*

In addition to any disqualifying or actionable causes otherwise provided for by federal or state statute or regulation or by policy or regulation of this district, each of the following constitutes cause for personnel action against a permanent classified employee:

1. Falsifying any information supplied to the school district, including, but not limited to, information supplied on application forms, employment records, information provided as part of an investigation, or any other school district records.
2. Incompetence.
3. Inefficiency.
4. Neglect of duty.
5. Insubordination.
6. Dishonesty.
7. Possessing or consuming alcohol, tobacco, controlled substances, including marijuana, or other illegal drugs or synthetic drugs while on duty on District premises whether or not on duty; or being under the influence of these prohibited substances while on duty.
8. Addiction to the use of controlled substances.
9. Conviction of a felony, conviction of any sex offense made relevant by provisions of law, or conviction of a misdemeanor which is of such a nature as to adversely affect the employee's ability to perform the duties and responsibilities of said position. A plea or verdict of guilty, or a conviction following a plea of nolo contendere is deemed to be a conviction within the meaning of this section. Applicants and employees must inform the Superintendent of any criminal charge

or conviction so that a determination can be made by the district regarding its applicability to employment. For existing employees, reporting must occur within 48 hours of a criminal charge or conviction.

10. Absence without leave.
11. Immoral conduct.
12. Discourteous treatment of the public, students, or other employees.
13. Improper political activity.
14. Willful disobedience.
15. Misuse, theft, or damage to or destruction of district property.
16. Violation of district, Board or departmental rule, policy, procedure, or violation of federal, state, or local statute, regulation, or ordinance.
17. A physical or mental disability, which precludes the employee from the proper performance of essential duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law regulating the accommodation of disabilities or the retirement of employees.
18. Failure to possess or keep in effect any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position.
19. Unlawful discrimination, including harassment, on the basis of race, religion, creed, color, national origin, ancestry, physical or mental disability, marital status, sex, pregnancy, or age against a student, the public or other employees.
20. Unlawful retaliation against any other district officer or employee or student or member of the public who, in good faith, reports, assists, discloses, divulges, or otherwise brings to the attention of any appropriate authority, whether an outside person, agency, or school district official, any information relative to actual or suspected violation of any law or district policy or procedure occurring on the job or directly related thereto.
21. Unsatisfactory performance.
22. Substantial noncompliance with applicable laws, regulations, policies, and written rules of the Superintendent.
- ~~21-23.~~ 23. Any other failure of good behavior either during or outside of duty hours which is of such nature that it causes discredit to the district or employee.

## Disciplinary Procedures

The following procedures will govern ~~personnel action~~ suspension without pay, reduction in pay grade, or dismissal/termination unless an applicable collective bargaining agreement provides different procedures. In such event, the collective bargaining agreement will govern and employees must utilize the negotiated grievance procedures to ~~appeal~~ challenge any discipline.

~~In cases involving a personnel action, the Superintendent or designee shall prepare a written statement of the personnel action, which shall be served upon the employee either personally or by certified mail, return receipt requested, at the employee's last known address. The statement shall include:~~

- ~~1. A statement of the nature of the personnel action (the~~ When initiating ~~disciplinary action being imposed).~~
2. A statement of the cause or causes as provided for the discipline above, the employee shall be provided the following:
  1. A pre-disciplinary meeting at which the employee shall be given notice of the proposed disciplinary action and a reasonable opportunity to respond. Unless circumstances dictate otherwise, the Superintendent or designee shall provide notice of the proposed disciplinary action and schedule a meeting for a reasonable period of time after the delivery of the notice to allow the employee time to prepare a response.
  - ~~3.2.~~ If after the pre-disciplinary meeting, the District determines there is cause for discipline, a statement of the ~~specific acts or omissions upon which the nature of the disciplinary action. The statement shall include the reasons or causes are based. If violation of thereof and each~~ rule, policy, ~~or regulation of the district is alleged, the rule, policy, directive or regulation standard that has been~~ violated shall be identified.
  - ~~4.3.~~ A statement of the employee's right to appeal the ~~recommendation~~ disciplinary action and the manner and time within which ~~an~~ his/her appeal must be filed.

~~In the event~~ Unless determined otherwise by the Superintendent or designee determines that an employee should be removed from duty while an investigation into alleged misconduct is conducted, ~~the employee will be placed on administrative leave with pay.~~

~~In cases where the Superintendent or designee has determined that a permanent classified employee should be dismissed, termination of employment will be effective upon delivery to the employee of the statement of personnel action.~~

- ~~4.~~ For all discipline short of dismissal, demotion in a reduction in pay, or unpaid disciplinary action (suspension of five (5) or more days, a permanent employee may, within five calendar days after receiving the statement of personnel action described above, file a written appeal to the Superintendent. If the Superintendent did not decide the original discipline, the Superintendent shall hear and decide the appeal. Otherwise, the Superintendent will appoint another district administrator to hear and decide the appeal. The appeal may be conducted without a hearing, based upon a review of the personnel action and the written appeal. At the Superintendent or designee's sole discretion, an informal hearing may be held if determined to be necessary to inform the decision maker. The decision on appeal is final without pay, reduction in pay grade, or dismissal/termination) shall take effect when the employee receives the statement of the disciplinary action.

A permanent

An employee ~~who has been dismissed, demoted with a reduction in pay, or placed on unpaid suspension of five (5) or more days,~~ may, within five calendar days after receiving

the ~~statement~~imposition of ~~personnel~~the disciplinary action ~~described above, file a written,~~  
appeal the disciplinary decision to the Board ~~for by~~ submitting ~~a request~~his/her appeal for  
a hearing in writing to the Superintendent or designee. The appeal ~~may include a formal~~  
~~hearing before the School Board, in the event this is requested by~~must state the  
employee. If not, the appeal may be conducted without a hearing, based on the School  
Board's review of the statement of the personnel action and the written appeal. The Board  
shall determine the proceduresground(s) for the hearing, giving the employee advanced  
notice of the procedures. ~~The decision of the School Board is final~~appeal.

If ~~an~~the employee fails to appeal ~~the personnel action~~ within the time specified in ~~these~~  
~~rules~~this policy, the employee shall ~~be deemed to have waived~~ the~~his/her~~ right to an  
appeal.

~~At any time before an employee's appeal is finally submitted to the Superintendent or~~  
~~Board for decision, the Superintendent or designee may serve on the~~

~~The~~ employee shall be informed in writing of the time and ~~file with the decision maker~~  
~~an amended or supplemental statement of personnel action.~~

~~The Superintendent, designee, or Board who is~~place of the meeting at which the Board  
will hold a hearing an appeal. After holding an evidentiary hearing, the Board may  
affirm, modify or revoke the ~~personnel action~~.

~~Revised 9/26/18~~

~~Adoption Date: 04/09/98~~

~~Southeast Island School District~~disciplinary action. The decision of the Board is final  
subject to appeal to Superior Court as and to the extent provided for in the Alaska Rules  
of Appellate Procedure.

## **BP 4218 Classified Personnel - Dismissal/Suspension/Disciplinary Action**

### **Probationary Employees**

At any time prior to the expiration of the probationary period, the Superintendent or designee may dismiss a probationary classified employee from district employment. A probationary employee shall not be entitled to a hearing.

### **Permanent Employees**

Permanent classified employees shall be subject to suspension without pay, reduction in pay grade, or dismissal/termination only for cause. This provision shall not apply to (1) the expiration of a contract and a decision by the District not to offer another contract or, (2) a no cause termination of a contract as and to the extent provided in the contract of employment.

This policy also applies to classified management and supervisory employees unless otherwise provided by law.

*(cf. 4300 - Definitions)*

In addition to any disqualifying or actionable causes otherwise provided for by federal or state statute or regulation or by policy or regulation of this district, each of the following constitutes cause for personnel action against a permanent classified employee:

1. Falsifying any information supplied to the school district, including, but not limited to, information supplied on application forms, employment records, information provided as part of an investigation, or any other school district records.
2. Incompetence.
3. Inefficiency.
4. Neglect of duty.
5. Insubordination.
6. Dishonesty.
7. Possessing or consuming alcohol, tobacco, controlled substances, including marijuana, or other illegal drugs or synthetic drugs while on duty on District premises whether or not on duty; or being under the influence of these prohibited substances while on duty.
8. Addiction to the use of controlled substances.
9. Conviction of a felony, conviction of any sex offense made relevant by provisions of law, or conviction of a misdemeanor which is of such a nature as to adversely affect the employee's ability to perform the duties and responsibilities of said position. A plea or verdict of guilty, or a conviction following a plea of nolo contendere is deemed to be a conviction within the meaning of this section. Applicants and employees must inform the Superintendent of any criminal charge or conviction so that a determination can be made by the district regarding its

applicability to employment. For existing employees, reporting must occur within 48 hours of a criminal charge or conviction.

10. Absence without leave.
11. Immoral conduct.
12. Discourteous treatment of the public, students, or other employees.
13. Improper political activity.
14. Willful disobedience.
15. Misuse, theft, or damage to or destruction of district property.
16. Violation of district, Board or departmental rule, policy, procedure, or violation of federal, state, or local statute, regulation, or ordinance.
17. A physical or mental disability, which precludes the employee from the proper performance of essential duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law regulating the accommodation of disabilities or the retirement of employees.
18. Failure to possess or keep in effect any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position.
19. Unlawful discrimination, including harassment, on the basis of race, religion, creed, color, national origin, ancestry, physical or mental disability, marital status, sex, pregnancy, or age against a student, the public or other employees.
20. Unlawful retaliation against any other district officer or employee or student or member of the public who, in good faith, reports, assists, discloses, divulges, or otherwise brings to the attention of any appropriate authority, whether an outside person, agency, or school district official, any information relative to actual or suspected violation of any law or district policy or procedure occurring on the job or directly related thereto.
21. Unsatisfactory performance.
22. Substantial noncompliance with applicable laws, regulations, policies, and written rules of the Superintendent,
23. Any other failure of good behavior either during or outside of duty hours which is of such nature that it causes discredit to the district or employee.

## **Disciplinary Procedures**

The following procedures will govern suspension without pay, reduction in pay grade, or dismissal/termination unless an applicable collective bargaining agreement provides different procedures. In such event, the collective bargaining agreement will govern and employees must utilize the negotiated grievance procedures to challenge any discipline.

When initiating disciplinary action as provided for above, the employee shall be provided the following:

1. A pre-disciplinary meeting at which the employee shall be given notice of the proposed disciplinary action and a reasonable opportunity to respond. Unless circumstances dictate otherwise, the Superintendent or designee shall provide notice of the proposed disciplinary action and schedule a meeting for a reasonable

period of time after the delivery of the notice to allow the employee time to prepare a response.

2. If after the pre-disciplinary meeting, the District determines there is cause for discipline, a statement of the nature of the disciplinary action. The statement shall include the reasons or causes thereof and each rule, policy, regulation, directive or standard that has been violated.
3. A statement of the employee's right to appeal the disciplinary action and the manner and time within which his/her appeal must be filed.
4. Unless determined otherwise by the Superintendent or designee, the disciplinary action (suspension without pay, reduction in pay grade, or dismissal/termination) shall take effect when the employee receives the statement of the disciplinary action.

An employee may, within five calendar days after the imposition of the disciplinary action, appeal the disciplinary decision to the Board submitting his/her appeal for a hearing in writing to the Superintendent or designee. The appeal must state the ground(s) for the appeal.

If the employee fails to appeal within the time specified in this policy, the employee shall have waived his/her right to appeal.

The employee shall be informed in writing of the time and place of the meeting at which the Board will hold a hearing . After holding an evidentiary hearing, the Board may affirm, modify or revoke the disciplinary action. The decision of the Board is final subject to appeal to Superior Court as and to the extent provided for in the Alaska Rules of Appellate Procedure.

**Southeast Island School District  
FY 2025 – 2030 Six-Year Capital Improvement Plan**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	<b>Thorne Bay K-12 School Fire Suppression System Replacement</b> This project will replace badly corroded and failing thin wall sprinkler piping, and make other needed repairs to the fire school's fire suppression system.	X	\$582,223 (est)
2	C	<b>Thorne Bay K-12 School Mechanical Control Upgrade</b> This project will replace the failing 25+ year old pneumatic HVAC controls at the school with a modern DDC control system for greater reliability and energy efficiency.	X	\$1,280,658 (est)
3	C	<b>Thorne Bay K-12 School Underground Storage Tank Replacement</b> This project will replace two 2000-gal underground fuel tanks that serve the main school and multi-purpose buildings. These are single wall steel fuel tanks that have been in the ground for over 25 years.	X	\$714,093 (est)
4	C	<b>Port Alexander K-12 School Domestic Water Pipe Replacement</b> The domestic water piping in the school is 40 years old. The school's water has tested with unacceptably elevated levels of lead and copper. This project will replace the domestic water system in the school to make the water safe for students to drink.	X	\$279,133 (est)
5	C	<b>Port Alexander &amp; Thorne Bay K-12 Schools Roof Replacement</b> The roofing at the PA and Thorne Bay school buildings has reached the end of its lifespan and requires replacement. The district was able to replace a portion of the PA school roof prior to funding becoming available. This project will recover district funds used for already replaced roofing, and install new metal roofing on the remaining portion of the PA and Thorne Bay roofs.	X	\$4,575,721 (est)
6	C	<b>Barry Craig Stewart Kasaan School Renovation</b> This modular building, built in 1982, was moved to the present site in 2000. Re-roofing and siding, asbestos abatement, sewage treatment plant repair, porch repair and flooring are all areas that need to be addressed.	X	\$120,000 (est)
7	C	<b>Thorne Bay K-12 School Flooring Replacement</b> This project is for recovery of funds expended to replace extremely worn carpet and resilient flooring in both the main school and multi-purpose buildings. The carpet had become a trip hazard, and was not an appropriate material in the cafeteria.	X	\$71,549

**FY 2025 TOTAL**

**\$TBA**

**Southeast Island School District  
FY 2025 – 2030 Six-Year Capital Improvement Plan**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
<b>FY 2026 TOTAL</b>				<b>\$0.00</b>

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
<b>FY 2027 TOTAL</b>				<b>\$0.00</b>

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
<b>FY 2028 TOTAL</b>				<b>\$0.00</b>

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
<b>FY 2029 TOTAL</b>				<b>\$0.00</b>

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
<b>FY 2030 TOTAL</b>				<b>\$0.00</b>

Adopted \_\_\_\_\_ at a duly convened meeting of the Southeast Island School District at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
Date

Submit to the Department of Education & Early Development by September 1

Form #05-19-051



Howard Valentine  
Coffman Cove School  
TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022-23



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## Contact Information

### School Information

Name of School: Howard Valentine Coffman Cove School Name of Principal: Shaine Nixon

Address (Street, City, State, Zip): PO BOX 18002 Coffman Cove, AK 99918

Phone: 907-329-2214 Fax: \_\_\_\_\_ Email: snixon@sisd.org

### District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jenson

Address (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 99919

Phone: 907-828-8254 Fax: 907-828-8257 Email: superintendent@sisd.org

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
73.68% (2023 Free and Reduced Price Comparison Report)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[MM/DD/YYYY]	[05/04/2022]

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Deidre Jenson

Name of Principal: Shaine Nixon

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: [ \_\_\_ / \_\_\_ / \_\_\_ ]

Date: [ \_\_\_ / \_\_\_ / \_\_\_ ]

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus

groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> (required)	<input type="checkbox"/> Shaine Nixon	<ul style="list-style-type: none"> <li>● Principal</li> </ul>
<b>Teachers:</b> (required)	<input type="checkbox"/> Christi Nixon <input type="checkbox"/> Melissa Dougherty <input type="checkbox"/> Tawnya Weaver	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Teacher</li> <li>● SpEd Teacher</li> </ul>
<b>Paraprofessionals:</b> (required)	<ul style="list-style-type: none"> <li>● Judy Adamson</li> </ul>	<ul style="list-style-type: none"> <li>● Paraprofessional</li> </ul>
<b>Parents &amp; Community:</b> (required)	<input type="checkbox"/> Jamie Carver	<ul style="list-style-type: none"> <li>● Parent</li> </ul>
<b>School Staff</b> (required)	<input type="checkbox"/> Christi Nixon	<ul style="list-style-type: none"> <li>● Teacher</li> </ul>
<b>Technical Assistance Providers:</b> (as appropriate)		
<b>Administrators:</b> (as appropriate)	<ul style="list-style-type: none"> <li>● Deidre Jenson</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> </ul>
<b>*Title Programs:</b>	<input type="checkbox"/> Amanda Hotch	<ul style="list-style-type: none"> <li>● Grants Clerical Assistant</li> </ul>
<b>*CTE:</b>	<input type="checkbox"/> Amy Mcdonald	
<b>*Head Start:</b>	<input type="checkbox"/> Yvonne Drozdowicz	<ul style="list-style-type: none"> <li>● Pre K Teacher</li> </ul>
<b>Specialized Instructional Support:</b> (as appropriate)	<input type="checkbox"/> Tawnya Weaver	<ul style="list-style-type: none"> <li>● SpEd</li> </ul>
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	<input type="checkbox"/> N/A	N/A
<b>Students:</b> (if plan relates to secondary school)	<input type="checkbox"/> Charlie King	<ul style="list-style-type: none"> <li>● Student Representative</li> </ul>
<b>Other:</b> (as needed)	<input type="checkbox"/> N/A	N/A

\*Administrators of programs that are to be consolidated in the schoolwide plan.

**B. Describe the process used to develop the schoolwide plan.**

Coffman Cove Staff Members, along with ASC Members, Parents, Students and Other Stakeholders will get together to review, revise and develop Coffman Coves schoolwide plan to best suit Coffman Cove School Needs.

**C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
01/20/21	Introduction of the plan template to advisory School Council (ASC)	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
02/17/21	Discussion with ASC about comprehensive Needs assessment data needed	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
03/03/21	Presentation of 1st DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
05/03/23	Presentation of 2nd DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school’s social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

# Comprehensive Needs Assessment

## A. Provide a brief description of the school, attendance area, and community.

Howard Valentine Coffman Cove School serves a community of 127 people located on Prince of Wales Island, in Coffman Cove, Alaska. HVCC School has approximately 20 students Grades Pre-k - 12.

## B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school's social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences.

## C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	<p>MAP Scores Growth between 21-22:</p> <p>K-1: 82% HighAvg/High; 18% low/low avg</p> <p>2-4: 41% A/HA; 59% L/LA</p> <p>5th: 100% L/LA</p> <p>6th: 100% A/HA</p> <p>7-8: 60% HA/H; 40% L/LA</p> <p>9-12: 71% A/HA; 29% L/LA</p> <p>2021-2022 <b>PEAKS</b> (STAR scores not available yet)</p> <p>ELA: 66.67% Below Proficient; 33.33% at grade level</p> <p>iReady (reading): Among students in grades K-8: 73% below</p> <p>26% mid or above grade level</p> <p>29% low grade level</p> <p>18% 1 grade below</p> <p>18% 2 grades below</p> <p>8% 3 or more grade levels below</p> <p><a href="#">2020-2021 Statistics:</a></p> <p>43.48% ELA Proficiency</p>
	Mathematics instruction for all students	High	<p>MAP Scores Growth between 21-22:</p> <p>K-1: 70% Avg/High Avg; 30% low/low avg</p> <p>2-4: 30% A/HA; 70% L/LA</p> <p>5th: 100% L/LA</p> <p>6th: 66% A/HA; 34% L/LA</p> <p>7-8: 50% HA/H; 50% A</p>

			<p>9-12: 65% A/HA; 35% L/LA</p> <p>2020-2021 <b>PEAKS</b> scores:</p> <p>60% or more need support</p> <p>iReady (Math): Students K-8:</p> <p>12% mid or above grade level</p> <p>17% low grade level</p> <p>49% 1 grade below</p> <p>10% 2 grades below</p> <p>12% 3 or more grade levels below</p> <p>2020-2021 Statistics:</p> <p>13.04% Math Proficiency</p>
	Science instruction for all students	Unk	Awaiting scores
	Other content area instruction for all students	Med	Variable; for the past 2+ years, staff turnover or migration to a different grade level along with a new influx of students transferring in with the main core of students transferring out has impacted content area instruction
	Support for students with disabilities	High	Transient nature of department; student support by staff; staff need more training and less turnover
	Support for migrant students	Low	We need to interview parents and students to determine needs Few if any students meet migrant status requirements
	Economically disadvantaged or low achieving students	Low	We need to interview parents & students to determine needs. (All school supplies provided, meals are free, no fees for classes)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		
Graduation & dropout rate	Ensure students will graduate from high school	Low	2019-2020: 100% graduation rate & 0% dropout rate 2020-2021: N/A graduation rate & 16.67% dropout rate 2021-2022: N/A Graduation Rate & 0% dropout rate 2022-2023: 100% graduation rate & 0% dropout rate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2019-2020: 92.45% attendance rate 2020-2021: 95.64% attendance rate 2021-2022: 86.95% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	If needed, homeless students are provided support by the school and the community agencies; foster care students are provided support from Community Connections and neglected and delinquent students are provided support by district counselor and outside agencies
Curriculum	Core curriculum aligned vertically and with state standards	Low	K-5 reading and math - all materials are available district-wide PreK-12 all core subjects - materials available district-wide. Curriculum committees routinely meet to analyze & update curriculum
Instruction	Effective instructional strategies and tiered interventions	High	As a staff, we provide effective RTI interventions

Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Time is currently built in to the professional development sessions to allow for staff to focus on analyzing data and applying this to instruction
Supportive Learning Environment	Safe, orderly learning environment	Med	Stakeholder input was utilized with updating the student handbook. Meetings with staff are held to support classroom management and school culture. Principal completes weekly check-ins of classes. Behavioral challenges with students on IEPs remains a concern.
Family Engagement	Family & community engagement	Med	ASC & school board meetings include the whole community, with the ASC board comprised totally of parents and school community members. School media sites garner a lot of attention. Event updates sent home weekly..
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Staff needs support in assessing their instruction with data driven assessments & in utilizing curriculum, especially in subjects outside of their content areas.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Staff answered the PD survey for the 22-23 school year.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Principal is supported by the superintendent and other expert staff in hiring qualified individuals
Leadership	Recruiting, training & retaining qualified principals	Low	Principal is a veteran principal who provides mentorship to his staff.
Other:			
Other:			
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Literacy	iReady MAPS PEAKs	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPS, & PEAKs
Math	PEAKs MAPs	Improve each student's performance in math fluency by 10%	Embedded administrative records in PEAKs & MAPs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teachers will have students complete iReady, MAPs, and AK STAR assessments as pertinent to grade level	Embedded administrative records in assessments Grading Lesson planning will reflect attention to areas that need support & student differentiation

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

The school will implement data rich intervention in the form of assessments that are utilized to tailor instruction to students. Staff will be coached in professional development workshops in utilizing data effectively.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Students will have academic instruction differentiated to support their individual needs. Students' schedules will reflect their classes that will support their academic progress (eg. preAlgebra vs. Geometry).

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Professional development will emphasize supporting staff in differentiating instruction for students based on data culled from the assessments. The scheduling team will reflect on class schedules, ensuring students are enrolled in classes that will best support their academic progress. The principal will provide academic counseling as needed and include parents/guardians in the process.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students will be provided opportunity and instructional support in going back to what they know and building from there in order to regain academic momentum. Student voice will be encouraged and integral to this process. Resiliency and trust will be built as staff encourage students to see failure as a teacher vs. a deterrent.

## Annual Evaluation & Review Process

- A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

The ASC will meet with the principal and any other integral parties to reflect on the implementation and advise as needed.

- B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

The school will use applicable data in reporting to the state.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

The school will evaluate data from pertinent assessments & classroom grading in ascertaining goals being met. Student voice will be integral to this analysis.

- D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

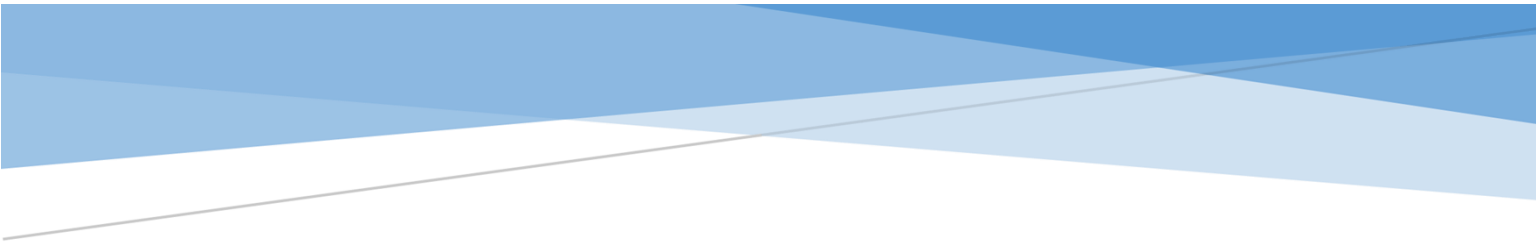
The school will use the data from pertinent assessments to inform any corrections of course needed, taking into account classroom grading and student voice.

## Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.



# Port Alexander School TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022-23



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## Contact Information

### School Information

**Name of School:** Port Alexander School **Name of Principal:** Shaine Nixon  
**Address** (Street, City, State, Zip): PO Box 8170 Port Alexander, AK 99836  
**Phone:** 907-568-2205 **Fax:** N/A **Email:** Snixon@sisd.org

### District Information

**Name of District:** Southeast Island School District **Name of Superintendent:** Deidre Jenson  
**Address** (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 99919  
**Phone:** 907-828-8254 **Fax:** 907-828-8257 **Email:** djenson@sisd.org

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
100% (2023 Free and Reduced Price Comparison Report)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[05/2021]	[05/19/2023]

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

**Name of Superintendent:** Deidre Jenson **Name of Principal:** Shaine Nixon

**Signature:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Date:** [ \_\_\_ / \_\_\_ / \_\_\_ ] **Date:** [ \_\_\_ / \_\_\_ / \_\_\_ ]

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus

groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> <i>(required)</i>	☐ Shaine Nixon	<ul style="list-style-type: none"> <li>● Principal</li> </ul>
<b>Teachers:</b> <i>(required)</i>	☐ Julia Trischman ☐ Patrick Trischman	<ul style="list-style-type: none"> <li>● Lead Teacher</li> <li>● Teacher</li> </ul>
<b>Paraprofessionals:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>● Shanna Smith</li> <li>● Michaela Larsen</li> </ul>	<ul style="list-style-type: none"> <li>● Paraprofessional</li> <li>● Pre - K Teacher/paraprofessional</li> </ul>
<b>Parents &amp; Community:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>● Molly Kimzey</li> <li>● Michaela Larsen</li> <li>● Patrick Trischman</li> <li>● Julia Trischman</li> </ul>	<ul style="list-style-type: none"> <li>● Parent</li> <li>● Parent</li> <li>● Parent</li> <li>● Parent</li> </ul>
<b>School Staff</b> <i>(required)</i>	Bud Durdle Paul Young Shanna Smith Michaela Larsen Patrick Trischman Julia Trischman	Maintenance Janitor Paraprofessional Pre-k and paraprofessional teacher lead teacher
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	Everett Cook	SISD Technology
<b>Administrators:</b> <i>(as appropriate)</i>	Shaine Nixon Deidre Jenson	Principal Superintendent
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>● Deidre Jenson</li> <li>● Amanda Hotch</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● District Grants Clerical Assistant</li> </ul>
<b>*CTE:</b>	Shaine Nixon	Principal
<b>*Head Start:</b>	NA	
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	Kristen DeBord	Speech Therapist
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	n/a	
<b>Students:</b> <i>(if plan relates to secondary school)</i>		
<b>Other:</b> <i>(as needed)</i>		

\*Administrators of programs that are to be consolidated in the schoolwide plan.

**B. Describe the process used to develop the schoolwide plan.**

Port Alexander School introduced the Schoolwide Plan to the April 6th 2023 ASC Meeting for discussion about the Comprehensive needs assessment data and presentation of the 1st draft of the schoolwide plan, the Final Draft of the plan will be presented to the May 22nd 2023 ASC for Approval and put in action.

**C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
01/20/23	Introduction of the plan template to advisory School Council (ASC)	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
04/06/23	Discussion with ASC about comprehensive Needs assessment data needed	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
04/06/23	Presentation of 1st DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
05/22/23	Presentation of Final Draft Schoolwide plan to ASC for Approval	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
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mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

Teachers communicated directly to the parents of the community via in-person, email, or on the phone inviting parents to ASC meetings held in-person and via Zoom so all could attend. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

# Comprehensive Needs Assessment

## A. Provide a brief description of the school, attendance area, and community.

Port Alexander School is a K-12 school that is located on the tip of Baranof Island in a beautiful pristine part of the Tongass National Forest in Southeast Alaska. Our community consists of 42 year-round residents and about 100 summer residents. Our economy is driven by fishing and consists of mostly caucasian residents. Our student body is a high population of migrant education students and consists of mostly k-6 students with a few high school/middle school students. Depending on the time of year, we serve around 11-16 students.

## B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Teachers communicated directly to the parents of the community via in-person, email, or on the phone inviting parents to ASC meetings held in-person and via Zoom so all could attend. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

## C. Summarize the areas the school’s current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	Med	<p><b>MAP Scores Growth between 22-23:</b></p> <ul style="list-style-type: none"> <li>● 20% students tested in the High Percentile</li> <li>● 20% students tested in the High Average Percentile</li> <li>● 60% of students tested in the Average Percentile</li> </ul> <p><b>iReady (reading):</b></p> <ul style="list-style-type: none"> <li>● Our group of students as a whole grew 116% in reading. According to the iready data, all students are on-level for reading.</li> </ul> <p><b>2021-2022 AK STAR:</b></p> <ul style="list-style-type: none"> <li>● Only 20% of the student population took the AK STAR test. This one student tested in the “Proficient” Range.</li> </ul>
State Summative Assessment and other district assessment data	Mathematics instruction for all students	High for 20% of the student population	<p><b>MAP Scores Growth between 22-23:</b></p> <ul style="list-style-type: none"> <li>● 20% students tested in the High Percentile</li> <li>● 80% students tested in the Average Percentile</li> </ul> <p><b>2021-2022 AK STAR:</b></p> <ul style="list-style-type: none"> <li>● 20% of the student population took the AK Star test. This student testing in the “Needs Support” Range.</li> </ul>

	Science instruction for all students	Unk	Awaiting scores
State Summative Assessment and other district assessment data	Other content area instruction for all students	Med	Variable; for the past 7+ years, staff turnover along with a new influx of students transferring in with the main core of students transferring out has impacted content area instruction. Sustainability of teachers would be of value for content area instruction for all students.
State Summative Assessment and other district assessment data	Support for students with disabilities	med	20% of our student population does have an IEP for speech. Progress is being made, and as long as this continues, this student will graduate from these services within the next year.
State Summative Assessment and other district assessment data	Support for migrant students	High	Migrant students are provided with education services through the use of additional paraprofessional hours in order to provide additional academic support, as well as supplies and materials for use during absences from school.
State Summative Assessment and other district assessment data	Economically disadvantaged or low achieving students	High	Port Alexander has a high low-income per living so rural population.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	No students with EL needs currently enrolled. If students were enrolled, additional training and support would be provided to the school.
Graduation & dropout rate	Ensure students will graduate from high school	Low	Port Alexander has had 100% graduation rate in the last 4 years.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2019-2020: 95.08% attendance rate 2020-2021: 97.72% attendance rate 2021-2022: 95.13% attendance rate 2022-2023: 95% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Port Alexander School does not have any homeless, neglected, or current students in foster care.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Core curriculum is aligned to the Alaska state standards.
Instruction	Effective instructional strategies and tiered interventions	Med	It's always a great idea to have the knowledge and skills to effectively handle RTI interventions
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Time needed for continual analysis of assessment data to drive instructional support and RTI.
Supportive Learning Environment	Safe, orderly learning environment	Med	Our students come to school early and want to stay and play after school. We have a safe, orderly learning environment.

Family Engagement	Family & community engagement	Med	The school team has great relations with the students and parents of the community. 100% parent attendance at our monthly ASC Meetings and community gatherings.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	Need for continual opportunities to attend professional development focused on RTI, instruction and assessment.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	Need for ongoing collaboration between staff.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	There has been no retention in teachers at Port Alexander for a few years. We make a great team of paras and teachers, and academic scores of students have also increased due to our staff team in Port Alexander
Leadership	Recruiting, training & retaining qualified principals	Low	We have a solid community-involved lead teacher at the site. We also have a Principal off-island principal who involves himself as much as needed. Our Superintendent has also been a huge support to our community.

**D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Literacy	iReady MAPS AK STAR	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPS, & AK STAR
Math	AK STAR MAPs	Improve each student's performance in math fluency by 10%	Embedded administrative records in AK STAR & MAPs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teachers will complete iReady, MAPs, and AK STAR assessments as pertinent to grade level	Embedded administrative records in assessments Grading Lesson planning will reflect attention to areas that need support & student differentiation

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

The school will continue testing and evaluating students with MAPS, AK STAR, iReady and other district provided tests. Once that data is available we will be able to directly change the instruction each student receives to target the area where there is need.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

We will use migrant funds to provide paras to students who need help to reach grade level in all subjects. Students will have academic instruction differentiated to support their individual needs. Students' schedules will reflect their classes that will be support their academic progress.

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Last year, we had 1.5 for k-12 students. The additional 0.5 teacher allowed for more class choices to the upper grades and more hands on classes for elementary classes with less computer based learning. We are going down to 1.25 teacher, but we are still going to keep our paraprofessional hours to help with students. This will allow students to stay on track.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students will be provided opportunity and instructional support in going back to what they know and building from there in order to regain academic momentum. Student voice will be encouraged and integral to this process. Resiliency and trust will be built to allow students a safe learning environment.

## Annual Evaluation & Review Process

- A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

The ASC will meet with the principal and any other integral parties to reflect on the implementation and advise as needed.

- B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

The school will use applicable data in reporting to the state.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

The school will evaluate data from pertinent assessments & classroom grading in ascertaining goals being met. Student voice will be integral to this analysis.

- D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

The school will use the data from pertinent assessments to inform any corrections of course needed, taking into account classroom grading and student voice.

## Financial Requirements

- A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	as needed	Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>	as needed	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input checked="" type="checkbox"/>	as needed	Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.



# Hollis School

## TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022-23



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## Contact Information

### School Information

Name of School: Hollis School Name of Principal: Shaine Nixon

Address (Street, City, State, Zip): PO Box 803 Craig, AK 99921

Phone: 907-530-7108 Fax: 907-530-7111 Email: snixon@sisd.org

### District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jenson

Address (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 99919

Phone: 907-828-8254 Fax: 907-828-8257 Email: djenson@sisd.org

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
83.81% (2023 Free and Reduced Price Comparison Report)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[MM/DD/YYYY]	[05/04/2022]

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Deidre Jenson

Name of Principal: Shaine Nixon

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: [MM/DD/YYYY]

Date: [MM/DD/YYYY]

Commented [1]: Shaine

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are **three required components** of a schoolwide program that are essential to effective implementation: **conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.**

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus

groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Commented [2]: Input/Update planning team members

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> <i>(required)</i>	<input type="checkbox"/> Shaine Nixon	Principal
<b>Teachers:</b> <i>(required)</i>	<input type="checkbox"/> Julie Vasquez <input type="checkbox"/> Lisa Cates	Co-Lead Teacher Co-Lead Teacher
<b>Paraprofessionals:</b> <i>(required)</i>	•	Paraprofessional
<b>Parents &amp; Community:</b> <i>(required)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>School Staff</b> <i>(required)</i>	<input type="checkbox"/> <input type="checkbox"/>	
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	<input type="checkbox"/>	
<b>Administrators:</b> <i>(as appropriate)</i>	<input type="checkbox"/> Shaine Nixon <input type="checkbox"/> Deidre Jenson	• Principal • Superintendent
<b>*Title Programs:</b>	• Deidre Jenson • Amanda Hotch	Superintendent District Grants Clerical Assistant
<b>*CTE:</b>	<input type="checkbox"/>	
<b>*Head Start:</b>	<input type="checkbox"/>	• Early Education Coordinator
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<input type="checkbox"/> Carol Randolph <input type="checkbox"/> Amy McDonald	Student Services Coordinator Counselor
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<input type="checkbox"/> n/a	n/a
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<input type="checkbox"/>	Student Council Representative
<b>Other:</b> <i>(as needed)</i>	<input type="checkbox"/>	

\*Administrators of programs that are to be consolidated in the schoolwide plan.

**B. Describe the process used to develop the schoolwide plan.**

Hollis School Introduced the Schoolwide Plan Template to the Advisory School Council Meeting on 2/23/2023.

**Commented [3]:** update as we go through the meetings

**C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

**Commented [4]:** Update Table

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
02/23/23	Introduction of the plan template to advisory School Council (ASC)	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
02/23/23	Discussion with ASC about comprehensive Needs assessment data needed	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
03/03/23	Presentation of Final Draft to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/y		X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
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mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning**

**E. process and involved in the plan development.**

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school's social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

## Comprehensive Needs Assessment

### A. Provide a brief description of the school, attendance area, and community.

Hollis School serves a community of approximately 65 in a school of about 17 students in PreK-12.

### B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school's social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

### C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	<p>MAP Scores Growth between :</p> <p>2021-2022 <b>PEAKS</b> All Students: ELA: 20% Below Proficient; 70% Far Below Proficient</p> <p>iReady (reading):</p>
	Mathematics instruction for all students	High	<p>MAP Scores Growth between :</p> <p>2021-2022 <b>PEAKS</b> scores: All Students: Math: 80% Below Proficient</p> <p>iReady (Math):</p>
	Science instruction for all students	Med	2021-2022 AK Science Assessment 40% Below Proficient 40% Far Below Proficient
	Other content area instruction for all students	Med	Variable; for the past 2+ years, staff turnover or migration to a different grade level along with a new influx of students transferring in with the main core of students transferring out has impacted content area instruction

**Commented [5]:** Update Areas of need and place in priority list to Apply to Hollis school, everything highlighted in yellow was left from another document but left as an example of what sort of information needs to be here.

**Commented [6R5]:** Peaks scores have been updated, as well as attendance/graduation and dropout rates

	Support for students with disabilities	High	Transient nature of department; student support by staff; staff need more training and less turnover
	Support for migrant students	Low	We need to interview parents and students to determine needs Few if any students meet migrant status requirements
	Economically disadvantaged or low achieving students	Low	We need to interview parents & students to determine needs. (All school supplies provided, meals are free, no fees for classes)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		Carol/Matt are working on testing
Graduation & dropout rate	Ensure students will graduate from high school	Low	2020-2021: 100% graduation rate & 0% dropout rate 2021-2022: 100% graduation rate & 0% dropout rate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2020-2021: 92.65% attendance rate 2021-2022: 85.99% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Homeless students are provided support by the school and the community agencies; foster care students are provided support from Community Connections and neglected and delinquent students are provided support by district counselor and outside agencies
Curriculum	Core curriculum aligned vertically and with state standards	Low	K-5 reading and math - all materials are available district-wide PreK-12 all core subjects - materials available district-wide. Curriculum committees routinely meet to analyze & update curriculum
Instruction	Effective instructional strategies and tiered interventions	High	Shortage of funds and staffing hinders the ability of the school district to provide effective RTI interventions;
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Time is not currently build in to the Professional development sessions to allow for staff to focus on analyzing data and applying this to instruction
Supportive Learning Environment	Safe, orderly learning environment	Med	Stakeholder input was utilized with updating the student handbook. Meetings with staff are held to support classroom management and school culture. Principal completes weekly check-ins of classes. Behavioral challenges with students on IEPs remains a concern.
Family Engagement	Family & community engagement	Med	ASC & school board meetings include the whole community, with the ASC board comprised totally of parents and school community members. School media sites garner a lot of attention. School calendar sent home monthly.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Staff need support in assessing their instruction with data driven assessments & in utilizing curriculum, especially in subjects outside of their content areas.

Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Staff answered the PD survey to ensure the 21-22 school year is more pertinent to their perceived needs.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Principal is supported by the superintendent and other expert staff in hiring qualified individuals
Leadership	Recruiting, training & retaining qualified principals	Low	Principal is enrolled in a mentorship program under a veteran principal.
Other:			
Other:			
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Literacy	iReady MAPS PEAKS	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPS, & PEAKS
Math	PEAKS MAPs	Improve each student's performance in math fluency by 10%	Embedded administrative records in PEAKS & MAPs

**Commented [7]:** Ensure that the goals align with the Areas of need based off of the Comprehensive Needs assessment above.

**Commented [8]:** Ensure that the goals align with the Areas of need based off of the Comprehensive Needs assessment above.

**Commented [9]:** Ensure that the goals align with the Areas of need based off of the Comprehensive Needs assessment above.

PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teachers will complete iReady, MAPs, and PEAKS assessments as pertinent to grade level	Embedded administrative records in assessments Grading Lesson planning will reflect attention to areas that need support & student differentiation
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**Commented [10]:** Ensure that the goals align with the Areas of need based off of the Comprehensive Needs assessment above.

## Schoolwide Plan Strategies

**Commented [11]:** We would like Stakeholders to Review and give input on these strategies.

### A. Describe the strategies that the school will be implementing to address the identified school needs.

The school will implement data rich intervention in the form of assessments that are utilized to tailor instruction to students. Staff will be coached in professional development workshops in utilizing data effectively.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Students will have academic instruction differentiated to support their individual needs. Students' schedules will reflect their classes that will be support their academic progress (eg. preAlgebra vs. Geometry).

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Professional development will emphasize supporting staff in differentiating instruction for students based on data culled from the assessments. The scheduling team will reflect on class schedules, ensuring students are enrolled in classes that will best support their academic progress. The principal will provide academic counseling as needed and include parents/guardians in the process.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students will be provided opportunity and instructional support in going back to what they know and building from there in order to regain academic momentum. Student voice will be encouraged and integral to this process. Resiliency and trust will be built as staff encourage students to see failure as a teacher vs. a deterrent.

## Annual Evaluation & Review Process

- A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

The ASC will meet with the principal and any other integral parties to reflect on the implementation and advise as needed.

- B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

The school will use applicable data in reporting to the state.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

The school will evaluate data from pertinent assessments & classroom grading in ascertaining goals being met. Student voice will be integral to this analysis.

- D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

The school will use the data from pertinent assessments to inform any corrections of course needed, taking into account classroom grading and student voice.

## Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
X	\$	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.

# Barry Craig Stewart Kasaan School

## TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022-2023



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## Contact Information

### School Information

Name of School: Barry Craig Stewart Kasaan School Name of Principal: Shaine Nixon

Address (Street, City, State, Zip): Box KXA Kasaan, AK 99950

Phone: 907-542-2217 Fax: n/a Email: snixon@sisd.org

### District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jenson Interim

Address (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 11191

Phone: 907-828-8254 Fax: 907-828-8257 Email: djenson@sisd.org

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
47% 2022-23	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[09/28/2014]	[06/08/23]

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Deidre Jenson Interim

Name of Principal: Shaine Nixon

Signature: \_\_\_\_\_

Signature: 

Date: \_\_\_\_\_

Date: 6/12/23

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus

groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> <i>(required)</i>	Shain Nixon	Oversees the instructional program, curriculum, professional development, student discipline and teacher/staff evaluation
<b>Teachers:</b> <i>(required)</i>	Mike Congdon  Karen Freese	Lead Teacher. In charge of planning and facilitating instruction, maintaining student and staff records, daily attendance, minor discipline issues, site testing, co-ordinates food service, and teaching middle school and high school subjects.  Elementary Teacher. In charge of planning and facilitating instruction for pre-K through 4th grade in all subject areas. Maintaining accurate grades, attendance.
<b>Paraprofessionals:</b> <i>(required)</i>	Jessica West  Amanda Hendrixson	Instructional aide for K through 12th grade.  Food Service
<b>Parents &amp; Community:</b> <i>(required)</i>	Jessica West Terry West Andy West LaNeice Congdon	Parent/President ASC Treasurer ASC Parent/Vice President ASC Parent/Secretary ASC
<b>School Staff</b> <i>(required)</i>	N/A	
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	Everett Cook	He supports Kasaan from the district office in Thorne Bay. He maintains all electronic devices, the network, software, hardware.
<b>Administrators:</b> <i>(as appropriate)</i>	Deidre Jenson  Shaine Nixon	Superintendent  Principal

<b>*Title Programs:</b>	SUPERINTENDENT	Superintendent
<b>*CTE:</b>	Mike Congdon	Teacher CTE elective classes
<b>*Head Start:</b>	Terry West	Early Education Coordinator
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	Deidre Jenson Amanda Hotch	Superintendent District Grant Clerical Assistant
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	OVK, Organized village of Kasaan	Takes care of all the needs of the local tribe and members.
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<a href="#">Anna Congdon</a> Lily West Judah West Ben West Ahranna Taylor	9th 8th 10th 8th 8th
<b>Other:</b> <i>(as needed)</i>		

\*Administrators of programs that are to be consolidated in the schoolwide plan.

**B. Describe the process used to develop the schoolwide plan.**

The previous SISD Superintendent, Sherry Becker, presented on Title 1A, School-Wide Improvement Plan, Migrant Ed, Perkins Grant, and SISD Wellness Policy as well as the Advisory School Council and handbook at the September 28, 2021 ASC meeting.

**C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
10/17/22	Introduced and talked about Plan template to Advisory School Council (ASC)	X Planning Team x All Staff x Parents/Community
11/14/22	Review Maps testing results for templet plan	X Planning Team X All Staff <input type="checkbox"/> Parents/Community
01/16/23	Discussed needs of school wide plan and information to be gathered	X Planning Team X All Staff X Parents/Community
02/10/23	Discussed and worked on data for school wide plan	X Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
03/20/23	Presentation of 1st draft to ASC and staff	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy	Presented 2nd draft to planning team	X Planning Team X All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

An invitation was sent out to all parents and staff members to attend our May ASC to discuss the final draft of the plan. A Final draft plan will be presented at the June ASC meeting. The final plan will be emailed to all stakeholders and posted on the SISD website.

# Comprehensive Needs Assessment

## A. Provide a brief description of the school, attendance area, and community.

The Organized Village of Kasaan is on the east side of Prince of Wales Island on Kasaan Bay off Clarence Straits. It is a small, remote community with a year-round population of 50-75 people.

The Barry Craig Stewart School is a K-12 school that has an enrollment of **16?** students this year. There are two full time teachers, and one instructional aide. The school operates on a four-day school week. The school benefits from wide community member involvement and support, and is well-regarded throughout Kasaan area. We maintain excellent relations with both year-round and seasonal residents and business through community service projects, summer jobs, and other out-reach activities.

## B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment is conducted on an ongoing basis by both district and school level employees. The assessment process includes continuous monitoring and evaluation of test results including and not limited to MAP, i-Ready, AK STAR, PEAKS and DIBELS. Within the district a SPED teacher helps with instruction, maintains SPED records and attends IEP meetings with the parents. Stakeholders maintain awareness of potential migrant students, Child Find and other subgroups. As in all schools, no matter the number of students, there is a wide variety of needs to help the students reach their academic goals.

## C. Summarize the areas of the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	<p>MAP Scores Growth between 22-23</p> <p>2022-2023 PEAKS ELA 22-23 N/A</p> <p>iReady Mid or Above Grade Level <b>24%</b> Early On Grade Level <b>24%</b> One Grade Level Below <b>18%</b> Two Grade Levels Below <b>6%</b> Three or More Grade Levels Below <b>0%</b></p>

	Mathematics instruction for all students	High	MAP Scores Growth between 22-23 2022-2023 PEAKS ELA 22-23 N/A
	Science instruction for all students		
	Other content area instruction for all students	High	
	Support for students with disabilities	High	Transient nature of students. Student supported by staff, staff needs more training
	Support for migrant students		N/A
	Economically disadvantaged or low achieving students		Will interview parents & students to determine needs. All school supplies provided, breakfast and lunch free, no fees for classes
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	N/A
Graduation & dropout rate	Ensure students will graduate from high school	Low	2017-18 75% graduation rate and 25% drop out. 3 students in senior class. 2019-2020 100% graduation rate and 0% drop out rate. 2021- 2023 no seniors to graduate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2020-2022, 90% attendance rate 2022-2023, 95% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	There are no homeless students at this time. Students will be provided support by the school and the community agencies; foster care students are provided support from Community Connection and neglected and delinquent students are provided support by district counselor and outside agencies
Curriculum	Core curriculum aligned vertically and with state standards	High	All materials are available district-wide PreK-12 all core subjects, materials from district. Curriculum committees meet to analyze and update curriculum State standards fully implemented.

Instruction	Effective instructional strategies and tiered interventions	High	Class size, one-on-one teaching and instruction gives appropriate levels of learning. a wide variety of teaching strategies are used.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Teachers use various daily formative assessment techniques. Map, I-ready and peaks are ways to collect and analyze students' learning needs.
Supportive Learning Environment	Safe, orderly learning environment	Med	Stakeholder input was used with updating the student handbook. Most of our school has the help of students' parents as cooks, para, and teachers. Our school has a safe and supportive environment.
Family Engagement	Family & community engagement	Med	ASC and school board meetings include the whole community School calendar sent home as needed as a reminder and letters and flyers are set out weekly. Teachers stay in contact with parents and community members daily with texting and e-mail.  Most parents work with organizations that support our student learning.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	mild	Staff would like more support in assessing their instruction with data driven assessment. Some support is given from the district.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Professional development opportunities are given throughout the year. Teachers are given opportunities to attend classes and workshops to develop teaching skills. There are learning opportunities through online classes and in person training.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	low	Principal is supported by the superintendent and other staff in hiring qualified individuals.
Leadership	Recruiting, training & retaining qualified principals	Low	Superintending and school board are the ones recruiting, training and retaining qualified principals. Leadership changes have made it difficult to retain and keep qualified principals.
Other:			
Other:			
Other:			

**C. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content,**

subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Literacy	iReady MAPS PEAKs	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPs, & PEAKs
Math	iReady MAPS PEAKs	Improve each student's performance in math fluency by 10%	Embedded administrative records in iReady, MAPs, & PEAKs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teacher will complete iReady, MAPs and PEAKs assessments as pertinent to grade level	Embedded administrative records in assessments Grading Lesson planning will reflect attention to areas that need support & student differentiation

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

Utilize testing data to identify specific areas of improvement and implement data rich intervention in the form of assessment that will be utilized to tailor instruction students.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Time will be taken in an in-depth study to state standards to keep in compliance. Students will have academic instruction differentiated to support their individual needs.

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Teachers will attend training by the state professional development opportunities and will emphasize supporting staff in differentiating instruction for students based on data pulled from assessments. The school will employ multiple modalities that support the various needs and learning styles of all students.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Barry Craig Stewart School, teachers and paraprofessionals will collaborate and share ideas regarding both long term strategies and day-to-day activities. Instruction is adjusted to address any challenges students may have with the class content. Our small size is an advantage, low student performance is identified quickly, and instructional strategies put in place. New phenomena based-learning strategies will be implemented and taught to students to give a better learning opportunity.

## Annual Evaluation & Review Process

**A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

Staff, parents and administration will evaluate the effectiveness of the plan with the ASC and other integral parties to reflect on the changes and needs.

**B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

The school will use applicable data such as maps, I-ready and STARS in identifying areas of need and success to assist in reporting.

**C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

Teacher and staff will evaluate data taken from Maps, I-ready and STARS and classroom grading in ascertaining goals being met. Weaknesses will be identified and addresses and new goals made to follow and may need to reevaluate the plan.

**D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

We will try to hold an annual meeting to evaluate assessment data, parents' goals, and pertinent assessment to determine the overall effectiveness of the plan. Use student surveys to determine revisions and or improvements. Last, changes will be made if needed to for the changing population of the school.

## Financial Requirements

- A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input type="checkbox"/>		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.



# Thorne Bay School TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022-23



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## Contact Information

### School Information

Name of School: Thorne Bay School Name of Principal: Deidre Jenson

Address (Street, City, State, Zip): PO Box 19005, Thorne Bay, AK 99919

Phone: 907-828-3921 Fax: 907-828-3901 Email: djenson@sisd.org

### District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jenson

Address (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 99919

Phone: 907-828-8254 Fax: 907-828-8257 Email: djenson@sisd.org

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
42.67% (2023 Free and Reduced Price Comparison Report)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[05/18/2022]	[1/19/2023]

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Deidre Jenson

Name of Principal: Deidre Jenson

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: [ \_\_\_ / \_\_\_ / \_\_\_ ]

Date: [ \_\_\_ / \_\_\_ / \_\_\_ ]

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus

groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> <i>(required)</i>	Deidre Jenson	Principal
<b>Teachers:</b> <i>(required)</i>	Sam White Sonya Cook Joel Jenson	MS/HS Teacher 3rd-5th Grade Teacher Kindergarten-2nd Grade Teacher
<b>Paraprofessionals:</b> <i>(required)</i>	Sarah Garrison Rose Mathis	Paraprofessional Paraprofessional
<b>Parents &amp; Community:</b> <i>(required)</i>	Anthony Lovell Anne Lusted Kathryn Milton Korissa Oatman	Parent/ASC Chair Parent/ASC Treasurer Parent/ASC Secretary Parent/ASC Vice
<b>School Staff</b> <i>(required)</i>	Terri Kohn Amy Jennings Amanda Hotch	District Office Administrative Assistant District Registrar/School Secretary District Grants Clerical Assistant
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>		
<b>Administrators:</b> <i>(as appropriate)</i>	Deidre Jenson	Principal & Superintendent
<b>*Title Programs:</b>	Deidre Jenson Amanda Hotch	Superintendent District Grants Clerical Assistant
<b>*CTE:</b>	Deidre Jenson Sam White	Superintendent CTE grant coordinator
<b>*Head Start:</b>	Terry West	Early Education Coordinator
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	Deidre Jenson Amy McDonald	Student Services Coordinator Counselor
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>		
<b>Students:</b> <i>(if plan relates to secondary school)</i>		
<b>Other:</b> <i>(as needed)</i>		

\*Administrators of programs that are to be consolidated in the schoolwide plan.

**Describe the process used to develop the schoolwide plan.**

Thorne Bay School Introduced the Plan Template to an Advisory School Council Meeting. Stakeholders were asked to review the plan, and provide any input they may have.

**B. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

<b>Meeting Dates</b>	<b>Agenda Topics/Planning Steps</b>	<b>Participants at Meetings (check all that apply)</b>
11/10/22	Introduction of the plan template to advisory School Council (ASC)	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
01/19/23	Discussion with ASC about comprehensive Needs assessment data needed	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
02/16/23	Presentation of 1st DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
05/18/23	Presentation of 2nd DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**C. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school’s social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

# Comprehensive Needs Assessment

## A. Provide a brief description of the school, attendance area, and community.

Thorne Bay School serves a predominantly Caucasian population in a community of approximately 428 in a school with about 70 students in PreK-12.

## B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school's social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

## C. Summarize the areas of the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	<p><b>MAP Scores Growth between 21-22:</b></p> <p>2022-2023 <b>PEAKS</b> Awaiting Scores  <b>ELA:</b> 22-23 N/A  <b>iReady</b> (reading): Among students in grades K-8:            20% mid or above grade level            20% low grade level            40% 1 grade below            10% 2 grades below            10% 3 or more grade levels below  <a href="#">2022-2023 Statistics:</a></p>
	Science instruction for all students	UNK	<p><b>Alaska Science Assessment 21-22</b></p> <p>50% Proficient            37.50% Approaching Proficient            12.50% Need Support</p>
	Other content area instruction for all students	Med	<p>Variable; for the past 2+ years, staff turnover or migration to a different grade level along with a new influx of students transferring in with the main core of students transferring out has impacted content area instruction</p>

	Support for students with disabilities	High	Transient nature of department; student support by staff; staff need more training and less turnover
	Support for migrant students	Low	We need to interview parents and students to determine needs Few if any students meet migrant status requirements
	Economically disadvantaged or low achieving students	Low	We need to interview parents & students to determine needs. (All school supplies provided, meals are free, no fees for classes)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		2022-2023 No ELP students
Graduation & dropout rate	Ensure students will graduate from high school	Low	2019-2020: 71.43% graduation rate & 3.57% dropout rate 2020-2021: 40% graduation rate & 9.38% dropout rate 2021-2022: 100% graduation rate & 0% dropout rate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2019-2020: 92.08% attendance rate 2020-2021: 92.49% attendance rate 2021-2022: 89.64% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Homeless students are provided support by the school and the community agencies; foster care students are provided support from Community Connections and neglected and delinquent students are provided support by district counselor and outside agencies
Curriculum	Core curriculum aligned vertically and with state standards	Low	K-5 reading and math - all materials are available district-wide PreK-12 all core subjects - materials available district-wide. Curriculum committees routinely meet to analyze & update curriculum
Instruction	Effective instructional strategies and tiered interventions	High	Shortage of funds and staffing hinders the ability of the school district to provide effective RTI interventions;
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Time is not currently build in to the Professional development sessions to allow for staff to focus on analyzing data and applying this to instruction
Supportive Learning Environment	Safe, orderly learning environment	Med	Stakeholder input was utilized with updating the student handbook. Meetings with staff are held to support classroom management and school culture. Principal completes weekly check-ins of classes. Behavioral challenges with students on IEPs remains a concern.
Family Engagement	Family & community engagement	Med	ASC & school board meetings include the whole community, with the ASC board comprised totally of parents and school community members. School media sites garner a lot of attention. School calendar sent home monthly.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Staff need support in assessing their instruction with data driven assessments & in utilizing curriculum, especially in subjects outside of their content areas.

Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Staff answered the PD survey to ensure the 21-22 school year is more pertinent to their perceived needs.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Principal is supported by the superintendent and other expert staff in hiring qualified individuals
Leadership	Recruiting, training & retaining qualified principals	Low	Principal is enrolled in a mentorship program under a veteran principal.
Other:			

**D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Literacy	iReady MAPS PEAKs	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPS, & PEAKs
Math	PEAKs MAPs	Improve each student's performance in math fluency by 10%	Embedded administrative records in PEAKs & MAPs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teachers will complete iReady, MAPs, and PEAKs assessments as pertinent to grade level	Embedded administrative records in assessments Grading Lesson planning will reflect attention to areas that need support & student differentiation

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

The school will implement data rich intervention in the form of assessments that are utilized to tailor instruction to students. Staff will be coached in professional development workshops in utilizing data effectively.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Students will have academic instruction differentiated to support their individual needs. Students' schedules will reflect their classes that will support their academic progress (eg. preAlgebra vs. Geometry).

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Professional development will emphasize supporting staff in differentiating instruction for students based on data pulled from the assessments. The scheduling team will reflect on class schedules, ensuring students are enrolled in classes that will best support their academic progress. The principal will provide academic counseling as needed and include parents/guardians in the process.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students will be provided opportunity and instructional support in going back to what they know and building from there in order to regain academic momentum. Student voice will be encouraged and integral to this process. Resiliency and trust will be built as staff encourage students to see failure as a teacher vs. a deterrent. WE will need to explicitly teach students about growth mindset in order to improve on this.

## Annual Evaluation & Review Process

- A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

The ASC will meet with the principal and any other integral parties to reflect on the implementation and advise as needed.

- B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

The school will use applicable data in reporting to the state.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

The school will evaluate data from pertinent assessments & classroom grading in ascertaining goals being met. Student voice will be integral to this analysis.

- D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

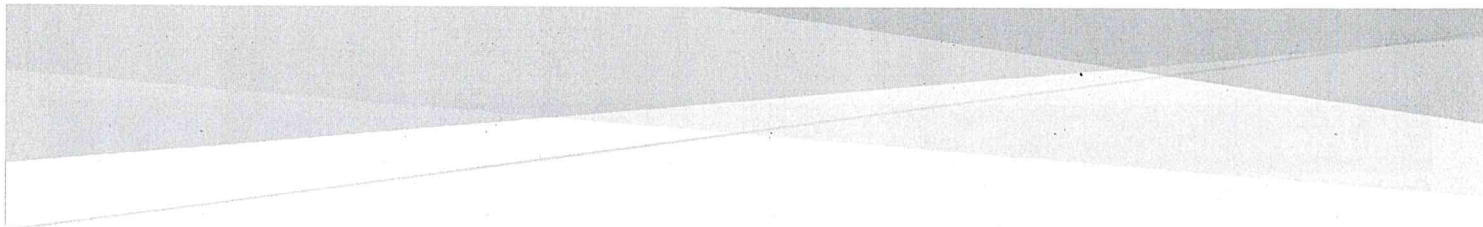
The school will use the data from pertinent assessments to inform any corrections of course needed, taking into account classroom grading and student voice.

## Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.



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# Whale Pass School

## TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022-2023



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## Contact Information

### School Information

Name of School: Whale Pass School Name of Principal: Shaine Nixon  
 Address (Street, City, State, Zip): 126 Bayview Road, Whale Pass, AK 99950  
 Phone: 907-846-5320 Fax: n/a Email: snixon@sisd.org

### District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jenson  
 Address (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 99919  
 Phone: 907-828-8254 Fax: 907-828-8257 Email: superintendent@sisd.org

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

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What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
43.48% (2023 Free and Reduced Price Comparison Report)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[09/28/2014]	[01/26/2023]

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Deidre Jenson

Name of Principal: Shaine Nixon

Signature: 

Signature: 

Date: [MM/DD/YYYY]

Date: [MM/DD/YYYY]

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
School District Principal: (required)	<ul style="list-style-type: none"> <li>Shaine Nixon</li> </ul>	Oversees the instructional program, curriculum, professional development, student discipline, and teacher/staff evaluation
School District Teachers: (required)	<ul style="list-style-type: none"> <li>Anthony Cook</li> <li>Astrid Richard-Cook</li> </ul>	<p>Lead Teacher. In charge of planning and facilitating instruction, maintaining student and staff records, daily attendance, minor discipline issues, site testing, co-ordinates food service, and teaching middle school and high school subjects.</p> <p>Elementary Teacher. In charge of planning and facilitating instruction for pre-K through 5th grade in all subject areas. Maintaining accurate grades, and overseeing elementary level instructional aides.</p>
Paraprofessionals: (required)	<ul style="list-style-type: none"> <li>Kayleena Toman</li> <li>Michelle Dempsey</li> <li>Caren Cooke</li> </ul>	<p>Instructional aide for pre-K through 1st grade.</p> <p>Instructional one-on-one aide</p> <p>Food service worker, part-time MS-HS instructional aide</p>
Parents & Community: (required)	<ul style="list-style-type: none"> <li>Anthony and Astrid Cook</li> <li>Caleb and Kayleena Toman</li> <li>Matthew and Caren Cooke</li> <li>Aaron and Sharon Toman</li> <li>Michelle Dempsey</li> <li>Sharon and Don Hillis, Cody Hillis, Elisa Rosier</li> </ul>	<p>Parents of four of the 16 students currently enrolled.</p> <p>Parents of four of the 16 students currently enrolled.</p> <p>Parents of four of the 16 students currently enrolled.</p> <p>Parents of two of the 16 students currently enrolled.</p> <p>Parent/aunt/guardian of three of the 16 students currently enrolled.</p> <p>Grandparents/parents of one of the 16 students currently enrolled.</p>

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<b>School Staff</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Caleb Toman, Custodian</li> </ul>	Responsible for maintaining cleanliness of school building, school grounds, and trash disposal,
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>• Everett Cook</li> </ul>	Director of Technology. He supports WPS from the district office in Thorne Bay. He maintains all electronic devices, the network, software, hardware. Additionally he provides training to staff and students as needed.
<b>Administrators:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>• Deidre Jenson</li> <li>• Shaine Nixon</li> </ul>	Superintendent  Principal
<b>*Title Programs:</b>		
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>• Deidre Jensen</li> <li>• Tawnya Weaver</li> </ul>	Director of SPED Itinerant SPED Teacher
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> <li>• Jeremy Vasquez</li> <li>• Meadow Cooke</li> <li>• Logan Cooke</li> <li>• David Harrigan</li> <li>• David Cook</li> <li>• Brennen Cooke</li> <li>• Ashlen Cooke</li> </ul>	12th grade 12th grade 11th grade 10th grade 9th grade 9th grade 8th grade
<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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\*Administrators of programs that are to be consolidated in the schoolwide plan.

**B. Describe the process used to develop the schoolwide plan.**

The SISD Superintendent, Sherry Becker, presented on Title 1A, School-Wide Improvement Plan, Migrant Ed, Perkins Grant, and SISD Wellness Policy as well as the Advisory School Council and handbook at the September 28, 2021 ASC meeting. Updates and follow-up, including results from the various testing programs, were discussed at the monthly ASC meetings throughout the year. Utilizing staff, parent and community member input, the draft plan was developed, and will be presented at the next Whale Pass School ASC meeting, where additional feedback will be welcomed.

**C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
10/25/22	Reviewed MAP testing results and attendance data.	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
11/22/22	Reviewed PEAKS spring 2021 test results	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
11/12/22	Reviewed graduation and dropout rate; 100% /0%	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
01/25/22	Reviewed core curriculum, which is aligned with state standards.	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
09/27/22	Reviewed changes to electives, and district/state graduation requirements.	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
03/29/22	Reviewed changes in state testing; STAR and PEAKS	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
10/25/22	Reviewed Perkins grant information	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
02/28/23	Will present plan to WPS ASC at monthly meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff x Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

The draft plan will be presented at the February 28, 2023 ASC meeting. The final plan will be emailed to all stakeholders, and posted on the SISD website.

# Comprehensive Needs Assessment

## A. Provide a brief description of the school, attendance area, and community.

The 2nd class city of Whale Pass is located on the northeastern corner of Prince of Wales Island. It is a small, remote community with a year-round population of 90-100 people. The summer population reaches 200-250. There are numerous tourist lodges in town due to the outstanding fishing and scenery. In the past year SSRA has closed the fish raising operation. This has resulted in reduced employment opportunities, and the loss of the summer Coho fishery in the bay.

Whale Pass School is a K-12 school that has an enrollment of 16 students this year. There are two full time teachers, and three instructional aides. Two aides are with students throughout the school day, and one aide is with students for part of the day. The school operates on a four-day school week, which allows for the practice of subsistence activities. Subsistence hunting, fishing and foraging provide a significant portion of the food consumed in most households in the community. The school benefits from wide community member involvement and support, and is well-regarded throughout Whale Pass. We maintain excellent relations with both year-round and seasonal residents and business through community service projects, summer jobs, and other out-reach activities.

## B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment is conducted on an ongoing basis by both school and district level employees. The assessment process includes continuous monitoring and evaluation of test results including MAP, i-ready, AK STAR, and PEAKS. The district has hired an itinerant SPED teacher to assist with instruction, maintain SPED records, and attend IEP meetings with parents. Stakeholders maintain awareness of potential migrant ed students, Child Find, and other subgroups. Even though the school population is small, there are students with a wide variety of needs.

## C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	Med	iReady (reading): Among students in grades K-8 73% (8) of students are on or above grade level, 37% (3) students are one grade level below. One of those students was flagged as rushing, which lowered that student's achievement level. This is a significant improvement over past years.
	Mathematics instruction for all students	Med	iReady (math): Among students in grades K-8 73% (8) are at grade level, 25% (2) are one grade level below, and 12% (1) student is two grade levels below.
	Science instruction for all students	Low	All students who completed the most recent PEAKS Science test scored Advanced.

	Other content area instruction for all students		N/A
	Support for students with disabilities	High	There are three students with IEPs. One of those students has a trained full-time one-on-one aide. SPED services are provided multiple times per week through an itinerant SPED teacher.
	Support for migrant students		N/A
	Economically disadvantaged or low achieving students	Med	75% of the student population is identified as economically disadvantaged. All students receive differentiated instruction, are involved in project-based and place-based learning, and are held to high expectations. Most high school students take advantage of dual-credit courses prior to graduation.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		While the elementary teacher is a licensed LEP teacher there are no LEP students enrolled at this time.
Graduation & dropout rate	Ensure students will graduate from high school	High	FY2017: 0% dropout rate FY2018: 100% graduation rate, 0% dropout rate FY2019: 0% dropout rate FY2020: 0% dropout rate FY2021: 100% graduation rate, 0% dropout rate FY2022: 100% graduation rate, 0% dropout rate There are no students at risk for dropping out or not graduating at this time.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Med	FY2020: FY2021 FY2022 There is not a chronic absenteeism issue at the school at this time.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		There are no homeless or delinquent children in the community at this time.
Curriculum	Core curriculum aligned vertically and with state standards	High	The Alaska State Standards are fully implemented.
Instruction	Effective instructional strategies and tiered interventions	High	Due to the low teacher:student and aide:student ratio all students receive appropriate differentiated instruction based on their needs and talents.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Teachers employ various daily formative assessment techniques. Additionally, multiple modalities including place-based and project-based learning are a cornerstone of the schools instructional techniques. The school uses iReady, MAP, and AK STAR as sources of data for analyzing student needs and progress.
Supportive Learning Environment	Safe, orderly learning environment	High	The school is an extremely safe and supportive environment. Most parents are either teachers or aides at the school.

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Family Engagement	Family & community engagement	High	We maintain excellent relations with both year-round and seasonal residents and business through community service projects, summer jobs, and other out-reach activities. Community members are encouraged to attend school events and dinners. Most parents are either teachers or aides at the school.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	The district provides excellent PD during inservice. Surveys are sent out annually to assess where additional PD is needed.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	The district provides excellent PD during inservice, and notifies the teaching staff of numerous PD opportunities throughout the year.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Med	Due to the small size and remote location of the school it is not possible to have teachers on site who are highly qualified in all subject areas. The district addresses this via course offerings through Edgenuity, distance learning and dual credit courses through the state university system.
Leadership	Recruiting, training & retaining qualified principals	Low	While all site principals have been excellent, by the start of FY22 Whale Pass School will have had four site principals in four years. This is due to a variety of factors including budget constraints, leadership changes, and the remote location and geographic size of the school district. We hope the current principal, Shaine Nixon, renews his contract for many years.
Other:			
Other:			
Other:			

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D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Retention of site administrators	By the start of FY22 Whale Pass School will have had four site principals in four years.	Retain site Principal for three years.	To be reviewed annually.
Reading	75% of students at grade level, 25% of	Increase % of students at grade level to 85% by the	iReady will be the evaluation tool. This allows

	students one grade level below.	end of the FY22 academic year.	for a review of data three times per academic year.
Math	75% of students at grade level, 25% of students below one grade level or more.	Increase % of students at grade level to 85% by the end of the FY22 academic year.	iReady will be the evaluation tool. This allows for a review of data three times per academic year.

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

While significant improvement in student achievement has occurred in the past few years, there is room for improvement. Utilizing testing data to identify specific areas for targeted differentiated instruction for each student will be the basis for continued improvement. Nearly 20% of the student population are identified as intensive needs special education students. These students make up a disproportionate percentage of those students below grade level. Hiring and retaining a competent SPED teacher who can develop and maintain a relationship with these students will be a priority.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

The focus of the curriculum development process has been, and will continue to be, ensuring that there is in-depth coverage of the Alaska State Standards. Whale Pass School teachers will share outlines to units, and collaboratively plan lessons that will support the instructional staff in meeting the needs of all students. Incorporated into the curricula are numerous enrichment materials and activities for students of all ability levels to demonstrate their understanding of the content.

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The school-wide strategies employ multiple modalities that support the various needs and learning styles of all students. Beyond the state standards, teachers draw on International Baccalaureate materials and methods, choose stimulating and challenging elective courses, and assist high school students and their parents with dual credit courses.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

In a small school, such as Whale Pass School, teachers and paraprofessionals are able to collaborate and share ideas regarding both long term strategies and day-to-day activities. Instruction is adjusted quickly to address any perceived challenges students may have with the class content. Both the teachers, site principal and superintendent have years of experience at small sites, special needs students, and challenging standards. Our small size thus becomes an advantage since low student performance is identified quickly, and instructional strategies put in place quickly. Currently there is an itinerant Special Education teacher who visits the school twice a week. Additionally both the site principal and superintendent have years of special education experience.

## Annual Evaluation & Review Process

- A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

Staff will evaluate the effectiveness of the plan through stakeholder meetings and surveys. The goals and objectives of the school-wide plan will be assessed by reviewing testing data and the data from the surveys.

- B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

School staff will participate in analysis of MAP, AK STAR, and iReady data in order to identify areas of success, and those areas needing continued improvement. Once areas needing improvement are identified, revisions to instructional methods will be made.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan. 159

Specific analysis of at-risk and low achieving student performance on MAP, AK STAR and iReady will be conducted in conjunction with the targeted priorities of the school-wide plan. Correlating the data will be used to demonstrate the strengths and weaknesses in the plan, and adjustments made. Factors such as socioeconomic status and internet connectivity will be used when planning goals and objectives in the school-wide plan.

- D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

An annual evaluation meeting will be held for this purpose using the lens of assessment scores, survey data, and stakeholder input to determine the overall effectiveness of the plan. All input will be utilized in the revision process. Priorities will be realigned to match the changing needs of the school student population.

## Financial Requirements

- A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input type="checkbox"/>		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>	\$209,040.47	State Funds <span style="float: right;">160</span>
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.





# Howard Valentine Coffman Cove School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2022-2023]

[Revision Date: 02/14/2023]

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## Overview

In support of strengthening student academic achievement, **Southeast Island School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Southeast Island School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

**Coffman Cove School** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents are invited to the Annual Title I meeting to review and provide input on this policy. This year, The Title I meeting was held on May 03, 2023. Parents and families may attend either in person or via conference call.

### Annual Title I, Part A Meeting

**Coffman Cove School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

- The Annual Title I meeting is held during Back to School Night. The Principal or their designee will provide parents with information about the school's Title I program, parent rights to know, state and local assessments including the PSSAs, school curriculum, how to work with educators and to track student progress. Parents will also have the opportunity to review the school plan, budget, and parent documents during this meeting.
- Any concerns or suggestions for improving the parent improvement program of the school are welcome and discussed at this meeting.
- Coffman Cove School will make every effort to be flexible when scheduling meetings, and all of them will also be broadcast through ZOOM, for those who are unable to attend in person.
- Administrators will form relationships with parents and parents will form relationships with other parents in order to ensure parental participation in the Annual Title I meetings.
- Parents will also receive monthly calendars to inform them of any school-related activities along with Title I information.

## Communications

**Coffman Cove School** will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- Ensure all correspondence is made available in parent friendly language to parents via newsletter/calendar, SISD systems, Coffman Cove School and SISD website, and Coffman Cove School media pages.
- In the event a family requires an interpreter in order to participate in a parental meeting, we will enlist the help of an interpreter. In addition, if documents must be translated, we will ensure the family receives the information in their first language.
- Meetings and workshops can be held at various times during the day and evenings as needed, including via Zoom.

## School-Parent Compact

**Coffman Cove School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents will be invited to review and provide input on the School-Parent Compact during the Annual Title I meeting on 30 AUG 2023.

## Reservation of Funds

The **Southeast Island School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

Parents will be invited to the Annual Back to School Night to review the school plan and budget and provide feedback on how the 1% parent involvement set aside is spent. Additionally, parents are surveyed about the use of parent involvement funds.

## Coordination

**Coffman Cove School** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- Coffman Cove School provides parents the access to resources on their school and district webpages in order to actively engage them and address any of their concerns through a plethora of resources. Technology access will be made available upon request.
- Coordinating college and career readiness events with local partners, students, and parents.
- Planning training sessions for parents on how to access the online parent portal (PowerSchool).

## Building Capacity of Parents and Family Members

**Coffman Cove School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How to work with educators to improve the achievement of their children.

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress
  - e) How to work with educators to improve the achievement of their child
4. During the Annual Title I meeting, we share with parents the requirements of Title I, Part A, the State's academic standards and local academic assessments and how to work with educators to improve the achievement of their child. Parents will participate in conferences with teachers to discuss student performance as it relates to academics during report card conferences throughout the year. Parents are surveyed to gather input about meaningful parent workshops designed to support parents/families in supporting their child(ren) academically at the start of the year, and the calendar of workshops is subsequently developed. These are held quarterly during report card conferences and as needed.

### Building Capacity of School Staff

**Coffman Cove School** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Professional Development around the benefit of working effectively with parents will be offered based on data collected via the parent survey. This will be done during a District PD date in the Fall/Winter by the Principal or their designee.

All staff are trained on, and expected to provide clear, consistent, and timely communication with families via websites, email, mail, and direct communication.

**Coffman Cove School** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

Coffman Cove School will host additional meetings and workshops based on parental need.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school—

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- x may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- x may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary item checked above will be implemented.)

- Elementary teacher will distribute weekly progress report to parents
- Middle and high school teacher will distribute weekly missing assignment report to parents
- Middle and high school teacher will send regular text and email updates to parents
- Coffman Cove school will increase literacy events with family and community members
- Local cultural experts will be invited to present, teach a lesson, or be involved with projects throughout the year
- All teachers will send advance reminders of upcoming benchmark and state testing to parents
- Coffman Cove School will invite community members to a monthly ArtBite program sponsored by the Alaska Department of Education

## Adoption

This School Parent and Family Member Engagement Policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by an approved vote by the Coffman Cove ASC on 17 MAY 2023.

This policy was adopted by the **Coffman Cove School** on **17 MAY 2023** and will be in effect for the period of **2023-2024**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **01 SEP 2023**.

*Printed Name of Principal:* \_\_\_\_\_ Shaine Nixon \_\_\_\_\_

*Signature of Principal:* \_\_\_\_\_ *Date:* \_\_\_\_\_



# Hollis School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2022-2023]

[Revision Date: 02/14/2023]

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## Overview

In support of strengthening student academic achievement, **Southeast Island School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Southeast Island School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

**Hollis School** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents are invited to the Annual Title I meeting to review and provide input on this policy. This year, The Title I meeting was held on [Input Date]. Parents and families may attend either in person or via conference call.

**Commented [1]:** Lisa because I could not find a Past Parent and Family Engagement Plan from Hollis I copied a document from Thorne Bay, I changed all of the areas that said Thorne Bay to Hollis, but many of the highlighted sections will need to be reviewed and adjusted to suite Hollis School. I will be doing the same with the Schoolwide Plan document

### Annual Title I, Part A Meeting

**Hollis School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

- The Annual Title I meeting is held during Back to School Night in the Fall. The Principal or their designee will provide parents with information about the school's Title I program, parent rights to know, state and local assessments including the PSSAs, school curriculum, how to work with educators and to track student progress. Parents will also have the opportunity to review the school plan, budget, and parent documents during this meeting.
- Any concerns or suggestions for improving the parent improvement program of the school are welcome and discussed at this meeting.
- Hollis School will make every effort to be flexible when scheduling meetings, and all of them will also be broadcast through ZOOM, for those who are unable to attend in person.
- Administrators will form relationships with parents and parents will form relationships with other parents in order to ensure parental participation in the Annual Title I meetings.
- Parents will also receive monthly calendars to inform them of any school-related activities along with Title I information.

## Communications

**Hollis School** will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- Ensure all correspondence is made available in parent friendly language to parents via newsletter/calendar, SIS systems, Hollis School and SISD website, and Hollis School media pages.
- In the event a family requires an interpreter in order to participate in a parental meeting, we will enlist the help of an interpreter. In addition, if documents must be translated, we will ensure the family receives the information in their first language.
- Meetings and workshops can be held at various times during the day and evenings as needed, including via Zoom.

## School-Parent Compact

**Hollis School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents will be invited to review and provide input on the School-Parent Compact during the Spring Title I meeting. This year, the meeting was held on May 11, 2022.

### Reservation of Funds

The **Southeast Island School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

Parents will be invited to the Annual Back to School Night to review the school plan and budget and provide feedback on how the 1% parent involvement set aside is spent. Additionally, parents are surveyed about the use of parent involvement funds.

### Coordination

**Hollis School** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- **Hollis School** provides parents the access to resources on their school and district webpages in order to actively engage them and address any of their concerns through a plethora of resources. Technology access will be made available upon request.
- Coordinating college and career readiness events with local partners, students, and parents.
- Planning training sessions for parents on how to access the online parent portal (PowerSchool).

## Building Capacity of Parents and Family Members

**Hollis School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How to work with educators to improve the achievement of their children.

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress
  - e) How to work with educators to improve the achievement of their child
4. During the Annual Title I meeting, held each September, we share with parents the requirements of Title I, Part A, the State's academic standards and local academic assessments and how to work with educators to improve the achievement of their child. Parents will participate in conferences with teachers to discuss student performance as it relates to academics during report card conferences throughout the year. Parents are surveyed to gather input about meaningful parent workshops designed to support parents/families in supporting their child(ren) academically at the start of the year, and the calendar of workshops is subsequently developed. These are held quarterly during report card conferences and as needed.

### Building Capacity of School Staff

**Hollis School** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Professional Development around the benefit of working effectively with parents will be offered based on data collected via the parent survey. This will be done during a District PD date in the Fall/Winter by the Principal or their designee.

All staff are trained on, and expected to provide clear, consistent, and timely communication with families via websites, email, mail, and direct communication.

**Hollis School** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

Hollis School will host additional meetings and workshops based on parental need.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school—

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

Commented [2]: input information

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by\_\_\_\_\_.

This policy was adopted by the **Hollis School** on **14 Feb 2023** and will be in effect for the period of **2022-2023**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **[Insert Date]**.

*Printed Name of Principal:* \_\_\_\_\_ Shaine Nixon \_\_\_\_\_

**Commented [3]:** Shaine Sign & Date (ensure correct dates are inserted above.)

*Signature of Principal:* \_\_\_\_\_ *Date:* \_\_\_\_\_



# Barry C Stewart Kasaan School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2022-2023]

[Revision Date: 02/13/2023]

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## Overview

In support of strengthening student academic achievement, **Southeast Island School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Southeast Island School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

**Kasaan School** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

*(Describe/List how parents and family members will be involved in the development of the school parent and family engagement policy and how parents will be involved in the planning, review, and improvement of parental involvement programs.)*

### Annual Title I, Part A Meeting

**Kasaan School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

- The Annual Title I meeting is held in the Spring. The Principal or their designee will provide parents with information about the school's Title I program, parent rights to know, state and local assessments including the PSSAs, school curriculum, how to work with educators and to track student progress. Parents will also have the opportunity to review the school plan, budget, and parent documents during this meeting.
- Any concerns or suggestions for improving the parent improvement program of the school are welcome and discussed at this meeting.
- Kasaan School will make every effort to be flexible when scheduling meetings, and all of them will also be broadcast through ZOOM, for those who are unable to attend in person.
- Administrators will form relationships with parents and parents will form relationships with other parents in order to ensure parental participation in the Annual Title I meetings.
- Parents will also receive monthly calendars to inform them of any school-related activities along with Title I information.

## Communications

**Kasaan School** will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- Ensure all correspondence is made available in parent friendly language to parents via newsletter/calendar, SISD systems, Kasaan School and SISD website, and Kasaan School media pages.
- In the event a family requires an interpreter in order to participate in a parental meeting, we will enlist the help of an interpreter. In addition, if documents must be translated, we will ensure the family receives the information in their first language.
- Meetings and workshops can be held at various times during the day and evenings as needed, including via Zoom.

## School-Parent Compact

**Kasaan School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

*(Describe/List the process the school will follow to jointly develop with parents a school-parent compact.)*

Parents will be invited to review and provide input on the School-Parent Compact during the Title I meeting.

### Reservation of Funds

The **Southeast Island School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

*(Describe/List how the school will involve parents in the decision making about how the 1% reservation of Title I, Part A funds is spent.)*

Parents will be invited to the Annual Back to School Night to review the school plan and budget and provide feedback on how the 1% parent involvement set aside is spent. Additionally, parents are surveyed about the use of parent involvement funds.

### Coordination

**Kasaan School** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

*(Describe/List how the school will coordinate and integrate parent and family engagement strategies with other relevant programs, organizations, businesses, and community partners to provide additional supports and resources to families.)*

- Kasaan School provides parents the access to resources on their school and district webpages in order to actively engage them and address any of their concerns through a plethora of resources. Technology access will be made available upon request.
- Coordinating college and career readiness events with local partners, students, and parents.
- Planning training sessions for parents on how to access the online parent portal (PowerSchool).

## Building Capacity of Parents and Family Members

**Kasaan School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How to work with educators to improve the achievement of their children.

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress
  - e) How to work with educators to improve the achievement of their child
4. During the Annual Title I meeting, we share with parents the requirements of Title I, Part A, the State's academic standards and local academic assessments and how to work with educators to improve the achievement of their child. Parents will participate in conferences with teachers to discuss student performance as it relates to academics during report card conferences throughout the year. Parents are surveyed to gather input about meaningful parent workshops designed to support parents/families in supporting their child(ren) academically at the start of the year, and the calendar of workshops is subsequently developed. These are held quarterly during report card conferences and as needed.

### Building Capacity of School Staff

**Kasaan School** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Professional Development around the benefit of working effectively with parents will be offered based on data collected via the parent survey. This will be done during a District PD date in the Fall/Winter by the Principal or their designee.

All staff are trained on, and expected to provide clear, consistent, and timely communication with families via websites, email, mail, and direct communication.

**Kasaan School** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

Kasaan School will host additional meetings and workshops based on parental need.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school—

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by\_\_\_\_\_.

This policy was adopted by the **Kasaan School** on **11 May 2022** and will be in effect for the period of **2022-2023**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **[Insert Date]**.

Printed Name of Principal: Shaine Nixon

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Commented [1]: update dates

Commented [2]: Shaine Sign & Date



# Naukati Bay School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2022-2023]

[Revision Date: 02/14/2023]

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## Overview

In support of strengthening student academic achievement, **Southeast Island School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Southeast Island School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

**Naukati Bay School** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents are invited to the Annual Title I Spring meeting to review and provide input on this policy. This year, the Spring Title I meeting was held on [Input Date]. Parents and families may attend either in person or via conference call.

Commented [1]: Input Date

### Annual Title I, Part A Meeting

**Naukati Bay School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

- The Annual Title I meeting is held during Back to School Night in the Fall. The Principal or their designee will provide parents with information about the school's Title I program, parent rights to know, state and local assessments including the PSSAs, school curriculum, how to work with educators and to track student progress. Parents will also have the opportunity to review the school plan, budget, and parent documents during this meeting.
- Any concerns or suggestions for improving the parent improvement program of the school are welcome and discussed at this meeting.
- Naukati Bay School will make every effort to be flexible when scheduling meetings, and all of them will also be broadcast through ZOOM, for those who are unable to attend in person.
- Administrators will form relationships with parents and parents will form relationships with other parents in order to ensure parental participation in the Annual Title I meetings.
- Parents will also receive monthly calendars to inform them of any school-related activities along with Title I information.

## Communications

**Naukati Bay School** will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- Ensure all correspondence is made available in parent friendly language to parents via newsletter/calendar, SISD systems, Naukati Bay School and SISD website, and Naukati Bay School media pages.
- In the event a family requires an interpreter in order to participate in a parental meeting, we will enlist the help of an interpreter. In addition, if documents must be translated, we will ensure the family receives the information in their first language.
- Meetings and workshops can be held at various times during the day and evenings as needed, including via Zoom.

## School-Parent Compact

**Naukati Bay School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents will be invited to review and provide input on the School-Parent Compact during the Spring Title I meeting. This year, the meeting was held on May 11, 2022.

Commented [2]: update date

### Reservation of Funds

The **Southeast Island School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

Parents will be invited to the Annual Back to School Night to review the school plan and budget and provide feedback on how the 1% parent involvement set aside is spent. Additionally, parents are surveyed about the use of parent involvement funds.

### Coordination

**Naukati Bay School** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- Naukati Bay School provides parents the access to resources on their school and district webpages in order to actively engage them and address any of their concerns through a plethora of resources. Technology access will be made available upon request.
- Coordinating college and career readiness events with local partners, students, and parents.
- Planning training sessions for parents on how to access the online parent portal (PowerSchool).

## Building Capacity of Parents and Family Members

**Naukati Bay School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How work with educators to improve the achievement of their children.

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress
  - e) How to work with educators to improve the achievement of their child
4. During the Annual Title I meeting, held each September, we share with parents the requirements of Title I, Part A, the State's academic standards and local academic assessments and how to work with educators to improve the achievement of their child. Parents will participate in conferences with teachers to discuss student performance as it relates to academics during report card conferences throughout the year. Parents are surveyed to gather input about meaningful parent workshops designed to support parents/families in supporting their child(ren) academically at the start of the year, and the calendar of workshops is subsequently developed. These are held quarterly during report card conferences and as needed.

### Building Capacity of School Staff

**Naukati Bay School** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Professional Development around the benefit of working effectively with parents will be offered based on data collected via the parent survey. This will be done during a District PD date in the Fall/Winter by the Principal or their designee.

All staff are trained on, and expected to provide clear, consistent, and timely communication with families via websites, email, mail, and direct communication.

**Naukati Bay School** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

Naukati Bay School will host additional meetings and workshops based on parental need.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school—

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by\_\_\_\_\_.

This policy was adopted by the **Naukati Bay School** on **11 May 2022** and will be in effect for the period of **2021-2022**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **[Insert Date]**.

Printed Name of Principal: Shaine Nixon

**Commented [3]:** Shaine Sign & Date and Ensure Dates are correct

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_



# Port Alexander School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2022-2023]

[Revision Date: 02/14/2023]

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## Overview

In support of strengthening student academic achievement, Southeast Island School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

**Commented [1]:** Julia, I went ahead and went through this document and just took out all of the exact dates. If no one has any other ideas for this policy you can go ahead and have this one approved at your ASC Meeting today and then the only one you have to worry about revising is the Schoolwide Plan.

**Commented [2R1]:** If no one has any other ideas for the policy and it is approved if you can just let me know and I will get it signed by Shaine for you and uploaded to the website.

The **Southeast Island School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

**Port Alexander School** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents are invited to the Annual Title I meeting to review and provide input on this policy. Parents and families may attend either in person or via conference call.

### Annual Title I, Part A Meeting

**Port Alexander School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

- During The Annual Title I meeting the Principal or their designee will provide parents with information about the school's Title I program, parent rights to know, state and local assessments including the PSSAs, school curriculum, how to work with educators and to track student progress. Parents will also have the opportunity to review the school plan, budget, and parent documents during this meeting.
- Any concerns or suggestions for improving the parent improvement program of the school are welcome and discussed at this meeting.
- Port Alexander School will make every effort to be flexible when scheduling meetings, and all of them will also be broadcast through ZOOM, for those who are unable to attend in person.
- Administrators will form relationships with parents and parents will form relationships with other parents in order to ensure parental participation in the Annual Title I meetings.
- Parents will also receive monthly calendars to inform them of any school-related activities along with Title I information.

## Communications

**Port Alexander School** will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- Ensure all correspondence is made available in parent friendly language to parents via newsletter/calendar, SIS systems, Port Alexander School and SISD website, and Port Alexander School media pages.
- In the event a family requires an interpreter in order to participate in a parental meeting, we will enlist the help of an interpreter. In addition, if documents must be translated, we will ensure the family receives the information in their first language.
- Meetings and workshops can be held at various times during the day and evenings as needed, including via Zoom.

## School-Parent Compact

**Port Alexander School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents will be invited to review and provide input on the School-Parent Compact during the Annual Title I meeting.

### Reservation of Funds

The **Southeast Island School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
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  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

Parents will be invited to the Annually to the ASC Meeting to review the school plan and budget and provide feedback on how the 1% parent involvement set aside is spent. Additionally, parents are surveyed about the use of parent involvement funds.

### Coordination

**Port Alexander School** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- Port Alexander School provides parents the access to resources on their school and district webpages in order to actively engage them and address any of their concerns through a plethora of resources. Technology access will be made available upon request.
- Coordinating college and career readiness events with local partners, students, and parents.
- Planning training sessions for parents on how to access the online parent portal (PowerSchool).

## Building Capacity of Parents and Family Members

**Port Alexander School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How to work with educators to improve the achievement of their children.

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress
  - e) How to work with educators to improve the achievement of their child
4. During the Annual Title I meeting, we share with parents the requirements of Title I, Part A, the State's academic standards and local academic assessments and how to work with educators to improve the achievement of their child. Parents will participate in conferences with teachers to discuss student performance as it relates to academics during report card conferences throughout the year. Parents are surveyed to gather input about meaningful parent workshops designed to support parents/families in supporting their child(ren) academically at the start of the year, and the calendar of workshops is subsequently developed. These are held quarterly during report card conferences and as needed.

### Building Capacity of School Staff

**Port Alexander School** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Professional Development around the benefit of working effectively with parents will be offered based on data collected via the parent survey. This will be done during a District PD date in the Fall/Winter by the Principal or their designee.

All staff are trained on, and expected to provide clear, consistent, and timely communication with families via websites, email, mail, and direct communication.

**Port Alexander School** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

Port Alexander School will host additional meetings and workshops based on parental need.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school—

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by\_\_\_\_\_.

This policy was adopted by the **Port Alexander School** on **6 April 2023** and will be in effect for the period of **2023-2024**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **6 April 2023**.

*Printed Name of Principal:* \_\_\_\_\_ Shaine Nixon \_\_\_\_\_

*Signature of Principal:* \_\_\_\_\_ *Date:* \_\_\_\_\_



# Thorne Bay School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2021-2022]

[Revision Date: 05/11/2022]

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## Overview

In support of strengthening student academic achievement, **Southeast Island School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Southeast Island School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
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    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
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## Required Parent and Family Engagement Policy Components

### Joint Development

**Thorne Bay School** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents are invited to the Annual Title I Spring meeting to review and provide input on this policy. This year, the Spring Title I meeting was held on May 11, 2022. Parents and families may attend either in person or via conference call.

### Annual Title I, Part A Meeting

**Thorne Bay School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

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- Meetings and workshops can be held at various times during the day and evenings as needed, including via Zoom.

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**Thorne Bay School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents will be invited to review and provide input on the School-Parent Compact during the Spring Title I meeting. This year, the meeting was held on May 11, 2022.

## Reservation of Funds

The **Southeast Island School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

Parents will be invited to the Annual Back to School Night to review the school plan and budget and provide feedback on how the 1% parent involvement set aside is spent. Additionally, parents are surveyed about the use of parent involvement funds.

## Coordination

**Thorne Bay School** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- Thorne Bay School provides parents the access to resources on their school and district webpages in order to actively engage them and address any of their concerns through a plethora of resources. Technology access will be made available upon request.
- Coordinating college and career readiness events with local partners, students, and parents.
- Planning training sessions for parents on how to access the online parent portal (PowerSchool).

## Building Capacity of Parents and Family Members

**Thorne Bay School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How work with educators to improve the achievement of their children.

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress
  - e) How to work with educators to improve the achievement of their child
4. During the Annual Title I meeting, held each September, we share with parents the requirements of Title I, Part A, the State's academic standards and local academic assessments and how to work with educators to improve the achievement of their child. Parents will participate in conferences with teachers to discuss student performance as it relates to academics during report card conferences throughout the year. Parents are surveyed to gather input about meaningful parent workshops designed to support parents/families in supporting their child(ren) academically at the start of the year, and the calendar of workshops is subsequently developed. These are held quarterly during report card conferences and as needed.

### Building Capacity of School Staff

**Thorne Bay School** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Professional Development around the benefit of working effectively with parents will be offered based on data collected via the parent survey. This will be done during a District PD date in the Fall/Winter by the Principal or their designee.

All staff are trained on, and expected to provide clear, consistent, and timely communication with families via websites, email, mail, and direct communication.

**Thorne Bay School** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

Thorne Bay School will host additional meetings and workshops based on parental need.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school–

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by\_\_\_\_\_.

This policy was reviewed by the **Thorne Bay School** on **Feb 16th 2023** and will be in effect for the period of **2022-2023**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **[Insert Date]**.

*Printed Name of Principal:* \_\_\_\_\_ Deidre Jenson \_\_\_\_\_

*Signature of Principal:* \_\_\_\_\_ *Date:* \_\_\_\_\_



# Whale Pass School SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

[School Year 2022-2023]

[Revision Date: 01/26/2023]

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## Overview

In support of strengthening student academic achievement, Southeast Island School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The Southeast Island School District agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

Whale Pass School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Whale Pass School holds monthly ASC meetings, which due to the school's small size is generally attended by all parents and/or guardians, and often by relatives such as grandparents and uncles/aunts and other stakeholders. A Zoom Meeting link is always provided to parents and guardians who are unable to attend the meetings in person. Individual parent/guardian conferences are held a minimum of twice a year. Zoom meetings are set up for parents residing outside of Whale Pass. Meetings may be requested by parents/guardians at any time.

### Annual Title I, Part A Meeting

Whale Pass School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

The annual Title 1 meeting for Whale Pass School will be held during the February 28, 2023 ASC meeting. A Zoom Meeting link will be provided for those stakeholders who are unable to attend in person.

## Communications

Whale Pass School will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Parents and guardians of the Whale Pass School students will be informed of the Title 1 programs, availability of meetings, description of the curriculum, achievement levels on MAP, AK START, and iReady during the regularly scheduled ASC meetings and at the regular school morning meetings (since most parents work at the school). Additionally, the agenda and minutes of all ASC meetings, including the September annual Title 1 meeting are distributed to all stakeholders. All information relating to associated programs, meetings and other activities is posted at school and emailed directly to parents and guardians.

## School-Parent Compact

Whale Pass School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

There will be an annual review of the Student Handbook, Parent Handbook, ongoing training for ASC members, regular review of MAP, AK STAR, and iReady data, and collaboration with all stakeholders.

### Reservation of Funds

The Southeast Island School District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agencies and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

How the 1% of the Title 1, Part A funds will be spent for parental and family engagement will be discussed during the February 28, 2023 Title 1 Annual Meeting.

### Coordination

Whale Pass School will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Whale Pass School will coordinate and integrate parent and family engagement strategies through inclusion of opportunities in the day-to-day activities at the school, announcing opportunities to parents and students via morning announcements, emails, and discussion at the monthly ASC meetings.

### Building Capacity of Parents and Family Members

Whale Pass School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child's progress.
  - How to work with educators to improve the achievement of their children.

Due to most parents working at the school there is dedicated time to review MAP, AK STAR and iReady results with parents and students as soon as the results are available. For those parents/guardians who do not work at the school, results are directly reported and discussed with them through either face-to-face and Zoom meetings. Testing results are also emailed to parents.

### Building Capacity of School Staff

Whale Pass School will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

The school's morning meetings include the parents of most of the students in the school. The teachers make a point of interacting with the other two parents on a daily basis as they pick up or drop off their students. Most parents attend the monthly ASC meetings either in person or via the provided Zoom link. Since the parents of most of the students work at school those parents attend district-wide inservice meetings throughout the year.

Whale Pass School will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

All parents and guardians are invited to attend school functions, participate in field trips, and attend workshops provided by the district.

### Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school—

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Parents of over 80% of the student population work at the school as either teachers or instructional aides. As such they are directly involved in the day-to-day instruction of their children. Additionally, they participate in district training and inservices throughout the year. The district pays for all transportation costs associated with these parents attending training, inservices, and conferences. The district either offers or provides training for ASC members, which include all parents. Teachers meet with parents/guardians who are unable to attend ASC meetings either via Zoom meeting, or when they drop off or pick up their children at school. Parents/guardians are notified of monthly ASC and district board meetings via morning meetings, ASC meetings, email and listings on the district website.

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by parent participation in the daily education of their children and reviewed annually during a regular monthly ASC meeting.

This policy was adopted by the Whale Pass School on September 27, 2022, and will be in effect for the period of the 2022-2023 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **October 1, 2023**.

Printed Name of Principal: Shaine Nixon

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Commented [1]:** @snixon@sisd.org Can you sign & Date this. So I can upload it to the website. Thank you  
\_Assigned to Shaine Nixon\_

## **BB 9323 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.
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*

Adoption Date: 04/09/98

**Southeast Island School District**

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