



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION**
Regular Meeting
Wednesday, April 17, 2024

VISION STATEMENT

Students are equipped to realize their dreams and aspirations.

MISSION STATEMENT

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

AGENDA

MEETING: 5:30 PM
LOCATION: Whale Pass School and via Zoom
126 Beach Road
Whale Pass, Alaska 99950
VIRTUAL URL: <https://us02web.zoom.us/j/85476750839?pwd=aW1YSmpiTm5nY2g2a3hEZFG5L0JKUT09>

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 5
8. CONSENT AGENDA: (Items listed under CONSENT AGENDA are considered to be routine by the School Board and will be approved in one motion unless a Board Member requests that an item be considered separately.)
 - A. Approval of Meeting Minutes
 1. March 13, 2024 Regular Meeting Minutes 7
 2. March 18, 2024, Special Meeting Minutes 12
 3. March 25, 2024, Special Meeting Minutes 14
 - B. Approval of April 2024 Financial Report 17
 - C. Employment
 1. FY 2024 Extra Duty Contract: Michaela Larsen (ATTSAA Program Coordinator)

2.	FY 2025 Teacher Contracts: Ginger White	
3.	ADDED: FY 2025 Teacher Contracts, Pending Receipt of Required Documentation: Jenifer Hudson (Howard Valentine Coffman Cove School), Brian Mishica (Naukati School)	
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C.	2nd Reading: 2024-2025 Calendar for All Schools	94
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B.	Reports and Information	
1.	Administrative Regulation Updates	

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13.	ADVANCE PLANNING	
A.	May 2024 Regular Meeting: 3rd Wednesday is May 20, 2024	
B.	Graduation Ceremonies	
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2.	May 17, 2024: Thorne Bay @ 6:00 PM	
3.	May 30, 2024: Coffman Cove @ 2:00 PM	
14.	PUBLIC COMMENT	241
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16.	EXECUTIVE SESSIONS	
17.	ADJOURNMENT	

MEETING CONDUCT

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

Parliamentary Procedure

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

Quorum

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

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

Abstentions

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

(cf. 9270 - Conflict of Interest)

Public Participation

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

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

MEETING CONDUCT (continued)

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

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

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

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

Legal Reference:

ALASKA STATUTES
29.20.020 Meetings public

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



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING
March 13, 2024**

MINUTES

Location: Thorne Bay School and via Zoom

CALL TO ORDER

Board Clerk Sandy Curtis called the meeting to order at 5:30 PM

ROLL CALL

Sandy Curtis, Debbie Fehr, Molly Kimzey, Tony Lovell, and Shannon Silverthorn, and Student Representative Tia Christopherson attended via audio/video conference.

Quorum: yes

APPROVAL OF AGENDA

Motion: Approve the agenda

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed

WELCOME TO VISITORS

Board Clerk Sandy Curtis welcomed visitors: Andy Cook, Astrid Richard-Cook, Matt Gore, Sharlet Collins, Cassandra Christopherson, Megan Christopherson, Melissa Dougherty, Austin Keys, Kate Holtman, Janie Wainscott, Hesperus Keys, Christi Nixon, Shaine Nixon, Amanda Blankenship, Theresa Randall, Everett Cook, Patrick Trischman, Julia Trischman, Lucienne Smith. Scott Randall joined the meeting later.

PUBLIC COMMENT

Austin Keys commented regarding the legislative fly-in in Juneau. Kate Holtman commented regarding staffing changes in Coffman Cove, communication, and the District's policy implementation. Janie Wainscott commented regarding staffing changes in Coffman Cove and communication. Hesperus Keys commented regarding staffing changes, school stability, communication, the legislative fly-in opportunity for students, and staff appreciation.

APPROVAL OF CONSENT AGENDA

(Tony Lovell left the at 5:53 PM)

Motion: Approve the consent agenda, [including the 2/21/24 regular meeting minutes, the March 2024 financial report, and employment including FY 2024 classified employment for Scott Randall, extra curricular contracts for Laura Anania, Sharee Collins, and Owen Jennings, FY 2025 Administrator Contract for Robbin Perkins, and FY 2025 teacher contracts for Lisa Cates, Sharlet Collins, Sonya Cook, Melissa Dougherty]

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

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

Resolved: motion passed

ADMINISTRATIVE/BOARD REPORTS

(Tony Lovell rejoined the meeting at 5:57 PM)

Rod Morrison gave the Superintendent's report. Topics included: the Superintendent's goals, engagement activities since the February meeting, legislative update, planning items, ALICE training, 2024-2025 calendar proposals, achievements/celebrations, and upcoming events.

Superintendent Morrison then invited each department and school to share highlights of their reports.

Cassandra Christopherson share information about AK-TRAILS Correspondence/Homeschool including end of year purchases, inquiries for the 2024-2025 school year, student work and projects, curriculum options, and archery.

Melissa Dougherty share information about Howard Valentine Coffman Cove School including the reading thermometer, student travel to AVTEC, fundraiser, plants and chicks.

Sharlet Collins shared information about Naukati School including archery, Iditarod Reading Race, Dr. Seuss Day, elementary basketball, Taekwondo, and fundraising.

Patrick Trischman shared information about Port Alexander School including student successes, math, reading, spring planting, life science, life skills, Spanish, CPR for staff, ATTSAA program, and maintenance.

Shaine Nixon Shared information about Thorne Bay School including new staff, Esports, and staff appreciation.

Andy Cook shared information about Whale Pass School including archery, Battle of the Books, chemistry, AK history, and the state Spelling Bee.

Shaine Nixon gave the Principal/Activities report and shared information about archery, Coffman Cove's reading week, evaluations, and the calendar committee.

Andy Cook gave a presentation for Career & Technical Education, discussing approved courses, CTE Programs of Study (CTEPS), the CLNA and 4-year plan (both due this year), an advisory committee, instructor certification, opportunities, and a Prince of Wales Island Consortium.

Astrid Richard-Cook shared information about State & Federal Programs, and grants, including the Denali Commission grant, the Indian Ed grant, the ESSER grant, the Capital Improvement Project grant, the ESEA conference, Title grants, and the Quality Schools grant.

Scott Randall shared Maintenance Department information, including boiler issues, boiler tune-ups, teacher housing repairs, keys & building security, and staff recognition.

Everett Cook shared Technology Department information including the ASTE conference, ASTE competition winners, cell tower in a briefcase, the RUS grant, transitioning all PC's to Mac's, Esports, Erate, and Port Alexander internet.

Lucienne Smith gave the Business Manager's report. Topics included:

Tia Christopherson gave the Student Representative report. Topics included: student travel to and participation in the Youth Advocacy Institute and Legislative Fly-in, the Rising Educators Conference, the state archery tournament, and feedback from students on ways to improve our district. She also shared a slideshow the Youth Advocacy Institute/Legislative Fly-in and Rising Educators Conference.

(Shannon Silverthorn left the meeting at 6:53 PM)

BUSINESS ITEMS

(Tony Lovell left the meeting at 7:03 PM)

Motion: Move the FY 2025 Budget to a second reading

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 3, Nay: 0, Absent: 2

Resolved: motion passed

Motion: Move the 2024-2025 Calendar for all schools to a second reading.

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 3, Nay: 0, Absent: 2

Resolved: motion passed

Motion: Move the board policies and administrative regulations -- BP 3270, BP 3311, BP 3312, BP 5124.1, AR 5124.1, BP 5131.9, BP 5141.43, AR 5141.43, BP 6112, BP 6147, and BP 6148 -- to a second reading

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 3, Nay: 0, Absent: 2

Resolved: motion passed

Motion: Move BB 9200 to a second reading.

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 3, Nay: 0, Absent: 2

Resolved: motion passed

Motion: Approve the quote from AAA State of Play for swing sets in the amount of \$16,496.40.

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 3, Nay: 0, Absent: 2

Resolved: motion passed

(Tony Lovell rejoined the meeting at 7:18 PM)

Motion: Approve the Field trip travel request for nationals [to Sandy, Utah for the NASP 2024 US Western National Tournament].

By: Kimzey

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

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

Resolved: motion passed

ADVANCE PLANNING

The next regular Board meeting will be on April 17, 2024 at 5:30 PM in Whale Pass. The meeting will be preceded by a work session at 4:30 PM

Special Board meetings will be held on March 18, 2024, at 5:00 PM and March 25, 2024, time to be determined.

Graduation ceremonies: Shannon Silverthorn will attend Hollis and Thorne Bay. Debbie Fehr will attend Coffman Cove. Sandy Curtis will attend as many as her schedule allows.

PUBLIC COMMENT

(Tony Lovell left the meeting at 7:25 PM)

Patrick Trischman gave his thanks to the Board and student representative. Melissa Dougherty commented her thanks to the Board, staff, and on the Student Representative and CTE reports. Lisa thanked the Board and commented on a archery fundraiser in Hollis.

BOARD COMMENT

Molly Kimzey commented on using hands up for comments in Zoom. Sandy Curtis read a comment sent by Shannon Silverthorn thanking the Coffman Cove community for their openness and sharing and thanking staff for sharing with the Board.

ADJOURNMENT

Motion: Adjourn
By: Kimzey
Second: yes
Student Representative Vote: Yea: 1; Nay: 0
Board Vote: Yea: 3, Nay: 0, Absent: 2
Resolved: motion passed
Time: 7:30 PM

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING
March 18, 2024**

MINUTES

Location: Audio/video conference via Zoom

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 5:06 PM.

ROLL CALL

Debbie Fehr, Molly Kimzey, Tony Lovell, and Shannon Silverthorn attended via audio/video conference. Sandy Curtis was absent. Student Representative Tia Christopherson was absent.

Quorum: yes

APPROVAL OF AGENDA

Motion: Approve the agenda.

By: Lovell

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

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

Resolved: Motion passed

WELCOME TO VISITORS

Board President Shannon Silverthorn welcomed visitors: Lucienne Smith and Allen Clendaniel

PUBLIC COMMENT

None

BUSINESS ITEMS

Motion: I motion [that we enter executive session to discuss subjects that tend to prejudice the character and reputation of any person, provided the person may request a public discussion, more specifically, superintendent contract].

By: Lovell

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

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

Resolved: Motion passed

Time: 5:10 PM

Motion: Enter from executive session back into regular session

By: Lovell

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

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

Resolved: Motion passed

Time: 6:12 PM

PUBLIC COMMENT

None

BOARD COMMENT

None

ADJOURNMENT

Motion: Adjourn

By: Kimzey

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

Board Vote: Yea: 4; Nay: 0; Absent: 12

Resolved: Motion passed

Time: 6:13 PM

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING
March 25, 2024**

MINUTES

Location: Audio/video conference via Zoom

CALL TO ORDER

Board President Shannon Silverthorn called the meeting to order at 10:00 AM.

ROLL CALL

Sandy Curtis, Debbie Fehr, Molly Kimzey, Tony Lovell, and Shannon Silverthorn attended via audio/video conference. Student Representative Tia Christopherson was absent.

Quorum: yes

APPROVAL OF AGENDA

Motion: We approve the agenda.

By: Curtis

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

Board Vote: Yea: 5; Nay: 0

Resolved: Motion passed

WELCOME TO VISITORS

Board President Shannon Silverthorn welcomed visitors: Terri Kohn, Allen Clendaniel, and Lucienne Smith

PUBLIC COMMENT

None

BUSINESS ITEMS

Motion: Approve FY 2024 classified employment for David Keys and Christopher King.

By: Lovell

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

Board Vote: Yea: 5; Nay: 0

Resolved: Motion passed

Motion: Approve FY 2024 extracurricular contracts for Ernest Jones and Darl West.
By: Curtis
Second: yes
Student Representative Vote: Yea: 0; Nay: 0; Absent: 1
Board Vote: Yea: 5; Nay: 0
Resolved: Motion passed

Motion: I so move [that we enter executive session to discuss subjects that tend to prejudice the character and reputation of any person, provided the person may request a public discussion, more specifically, superintendent contract].
By: Curtis
Second: yes
Student Representative Vote: Yea: 0; Nay: 0; Absent: 1
Board Vote: Yea: 5; Nay: 0
Resolved: Motion passed
Time: 10:07 AM

Motion: Enter into the special meeting
By: Lovell
Second: yes
Student Representative Vote: Yea: 0; Nay: 0; Absent: 1
Board Vote: Yea: 5; Nay: 0
Resolved: Motion passed
Time: 10:45 AM

Motion: Approve the Superintendent Contract [for FY 2025 – FY 2027] with the following change; to Section 14, Discharge without Cause, the sentence with reads, "If the Board of Education terminates this contract without cause, the Superintendent shall have no right to a hearing before the Board of Education and shall only be entitled to a payment of..." we will change "three months" to "six months" "...salary or the balance of the contract, whichever is less." And we will also strike the following sentence, which reads, "This entitled payment may be reconsidered after two years."
By: Curtis
Second: yes
Student Representative Vote: Yea: 0; Nay: 0; Absent: 1
Board Vote: Yea: 5; Nay: 0
Resolved: Motion passed

PUBLIC COMMENT

None

BOARD COMMENT

Sandy Curtis acknowledged and thanked Superintendent Rod Morrison.

ADJOURNMENT

Motion: Adjourn the meeting

By: Kimzey

Second: yes

Student Representative Vote: Yea: 0; Nay: 0; Absent: 1

Board Vote: Yea: 5; Nay: 0

Resolved: Motion passed

Time: 10:52 AM

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date

DRAFT



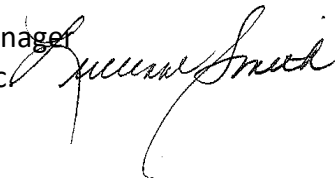
SOUTHEAST ISLAND SCHOOL DISTRICT

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

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

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

Date: April 9, 2024

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the monthly April Board Reports.

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

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

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

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

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

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

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

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 4 / 24

Fund	Received		Estimated Revenue	Revenue %	
	Current Month	Received YTD		To Be Received	Received
100 GENERAL OPERATING FUND	452,803.20	4,893,588.90	6,879,263.00	1,985,674.10	71 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	141,391.96	141,391.96	0.00	100 %
205 PUPIL TRANSPORTATION FUND	0.00	195,249.08	198,528.00	3,278.92	98 %
237 ALASKA PRE ELEMENTARY PROGRAM	0.00	44,641.90	290,909.12	246,267.22	15 %
255 FOOD SERVICE FUND	0.00	84,768.67	329,635.21	244,866.54	26 %
256 FRESH FRUIT & VEGETABLES	0.00	4,095.24	8,250.75	4,155.51	50 %
257 NSLP EQUIPMENT ASSISTANCE PORT ALEXANDER	0.00	0.00	5,144.00	5,144.00	0 %
260 TITLE I-A BASIC	0.00	39,984.01	141,499.00	101,514.99	28 %
261 TITLE I-C MIGRANT	0.00	16,881.89	52,992.00	36,110.11	32 %
262 MIGRANT BOOKS	0.00	2,385.86	2,448.00	62.14	97 %
264 Title IVA INNOVATIVE	0.00	0.00	26,391.00	26,391.00	0 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	5,971.31	32,175.00	26,203.69	19 %
268 TITLE VI-B IDEA	32,837.84	42,230.23	61,869.00	19,638.77	68 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,437.00	4,437.00	0 %
271 CARL PERKINS	4,198.23	6,287.65	22,000.00	15,712.35	29 %
272 SAFETY & WELL BEING	0.00	8,663.85	10,000.00	1,336.15	87 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	20,448.68	50,000.00	29,551.32	41 %
280 CSLD	0.00	54,284.50	409,834.00	355,549.50	13 %
297 COVID RELIEF - ARP ACT ESSER III	0.00	82,172.33	277,984.00	195,811.67	30 %
298 COVID DISCRETIONARY	0.00	19,262.42	19,262.42	0.00	100 %
358 SOAR - KLAWOCK	0.00	0.00	20,049.78	20,049.78	0 %
360 INDIAN EDUCATION	0.00	12,722.00	12,722.00	0.00	100 %
365 REAP	0.00	4,821.00	4,821.00	0.00	100 %
366 SELECT - KLAWOCK	0.00	142,214.83	164,560.52	22,345.69	86 %
368 THRIVE	0.00	0.00	150,000.00	150,000.00	0 %
369 REWARD - TLINGIT & HAIDA	0.00	0.00	20,049.78	20,049.78	0 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 4 / 24

Fund	Received		Estimated Revenue	Revenue %	
	Current Month	Received YTD		To Be Received	Received
370 SUCCEED	0.00	244,881.41	809,496.00	564,614.59	30 %
375 TEACHER HOUSING	0.00	63,680.06	110,000.00	46,319.94	58 %
379 USDA - FARM TO SCHOOL	0.00	49,401.00	93,339.00	43,938.00	53 %
381 USDA SPECIALITY CROP BLOCK GRANT	0.00	13,725.00	54,900.00	41,175.00	25 %
386 RurAL CAP Foundation - Music & Agriculture	0.00	0.00	2,933.52	2,933.52	0 %
536 20-002 HOLLIS K-12 SCHOOL REPLACEMENT DESIGN &	0.00	947,601.00	2,611,171.42	1,663,570.42	36 %
600 THE CAFE	0.00	0.00	7,200.00	7,200.00	0 %
710 STUDENT AGENCY FUND	0.00	860.00	0.00	-860.00	%
711 STUDENT AGENCY FUND AGRICULTURE	0.00	1,528.98	0.00	-1,528.98	%
Grand Total:	489,839.27	7,143,743.76	13,025,256.48	5,881,512.72	55 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 4 / 24

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL OPERATING FUND	171,425.31	4,507,235.29	6,784,370.00	6,828,077.00	2,320,841.71	66%
205 PUPIL TRANSPORTATION FUND	5.37	303,825.34	352,119.00	360,479.00	56,653.66	84%
231 DOEED STAFF DEVELOPMENT	0.00	263.85	0.00	0.00	-263.85	0%
237 ALASKA PRE ELEMENTARY PROGRAM	537.27	99,999.16	270,419.71	290,909.13	190,909.97	34%
255 FOOD SERVICE FUND	2,983.14	237,020.86	319,014.52	320,368.21	83,347.35	74%
256 FRESH FRUIT & VEGETABLES	0.00	8,250.62	1,068.75	8,250.75	0.13	100%
257 NSLP EQUIPMENT ASSISTANCE PORT	0.00	0.00	5,144.00	5,144.00	5,144.00	0%
260 TITLE I-A BASIC	240.00	85,984.21	141,999.30	141,941.63	55,957.42	61%
261 TITLE I-C MIGRANT	0.00	33,933.74	52,991.90	52,970.69	19,036.95	64%
262 MIGRANT BOOKS	0.00	3,070.38	2,447.03	2,447.03	-623.35	125%
264 Title IVA INNOVATIVE	13,017.00	22,950.40	26,391.24	26,391.24	3,440.84	87%
266 TITLE IIA PRINCIPAL/TEACHER	0.00	21,062.41	23,395.29	33,418.90	12,356.49	63%
268 TITLE VI-B IDEA	0.00	53,225.00	53,225.00	53,225.00	0.00	100%
270 TITLE VI-B SEC 619 PRESCHOOL	0.00	4,426.01	4,426.01	4,426.01	0.00	100%
271 CARL PERKINS	-159.97	6,049.07	21,770.11	26,998.06	20,948.99	22%
272 SAFETY & WELL BEING	0.00	8,663.85	10,000.00	10,000.00	1,336.15	87%
274 TITLE IA SCHOOL IMPROVEMENT	490.29	44,364.63	55,549.38	59,551.94	15,187.31	74%
280 CSLD	347.30	112,552.42	335,641.54	335,641.54	223,089.12	34%
297 COVID RELIEF - ARP ACT ESSER III	0.00	158,921.60	277,575.53	277,575.92	118,654.32	57%
298 COVID DISCRETIONARY	0.00	16,541.42	19,262.42	19,262.42	2,721.00	86%
358 SOAR - KLAWOCK	0.00	6,254.64	20,049.78	20,049.78	13,795.14	31%
360 INDIAN EDUCATION	0.00	0.00	12,722.00	12,722.00	12,722.00	0%
365 REAP	0.00	4,821.00	4,821.00	4,821.00	0.00	100%
366 SELECT - KLAWOCK	7,454.78	167,254.54	164,560.52	164,560.52	-2,694.02	102%
368 THRIVE	0.00	78,493.46	76,695.63	76,695.63	-1,797.83	102%

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 4 / 24

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
369 REWARD - TLINGIT & HAIDA	0.00	2,205.30	20,049.78	20,049.78	17,844.48	11%
370 SUCCEED	33.00	137,301.52	809,496.00	809,496.00	672,194.48	17%
375 TEACHER HOUSING	688.37	48,056.61	50,000.00	50,000.00	1,943.39	96%
379 USDA - FARM TO SCHOOL	335.20	22,736.90	49,401.00	49,401.00	26,664.10	46%
381 USDA SPECIALITY CROP BLOCK GRANT	0.00	0.00	54,900.00	54,900.00	54,900.00	0%
386 RURAL CAP Foundation - Music &	0.00	800.00	2,933.55	2,933.55	2,133.55	27%
500 KASAAN WOOD FIRE BOILER FIRE	0.00	250,956.00	246,706.00	246,706.00	-4,250.00	102%
507 AEA BIOMASS PROJECT FY 2022	0.00	1,021.06	82,843.09	82,843.09	81,822.03	1%
536 20-002 HOLLIS K-12 SCHOOL	249.83	2,056,401.25	2,611,171.42	2,611,171.42	554,770.17	79%
600 THE CAFE	55.41	3,141.52	7,200.00	7,200.00	4,058.48	44%
711 STUDENT AGENCY FUND AGRICULTURE	0.00	2,943.56	0.00	0.00	-2,943.56	0%
Grand Total:	197,702.30	8,510,727.62	12,970,360.50	13,070,628.24	4,559,900.62	65%

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 4 / 24

100 GENERAL OPERATING FUND

Function / Object	Received		Estimated Revenue	Revenue	% Received
	Current Month	Received YTD		To Be Received	
000					
0000					
40 OTHER LOCAL REVENUES	0.00	5,161.95	25,000.00	19,838.05	20 %
47 E-RATE REVENUE	87,327.20	785,956.76	1,411,471.00	625,514.24	55 %
51 STATE-FOUNDATION PROGRAM	365,476.00	3,581,690.00	4,510,546.00	928,856.00	79 %
56 TRS On-Behalf	0.00	0.00	207,935.00	207,935.00	0 %
57 PERS On Behalf	0.00	0.00	26,966.00	26,966.00	0 %
90 STATE-OTHER REVENUES	0.00	250,097.00	250,674.00	577.00	99 %
150 FEDERAL SOURCES THRU THE STATE	0.00	0.00	280,000.00	280,000.00	0 %
230 OTHER-SALE OF PROP & EQUI	0.00	63,581.65	0.00	-63,581.65	** %
250 TRANSFER FROM OTHER FUNDS	0.00	207,082.00	166,671.00	-40,411.00	124 %
299 PRIOR YEAR PO REVENUE	0.00	19.54	0.00	-19.54	** %
Function Total:	452,803.20	4,893,588.90	6,879,263.00	1,985,674.10	71 %
Org Total:	452,803.20	4,893,588.90	6,879,263.00	1,985,674.10	71 %
Fund Total:	452,803.20	4,893,588.90	6,879,263.00	1,985,674.10	71 %
Grand Total:	452,803.20	4,893,588.90	6,879,263.00	1,985,674.10	71 %

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
621 HOWARD VALENTINE						
100 REGULAR INSTRUCTION	1,061.90	102,890.81	181,718.00	200,544.00	97,653.19	51
160 VOCATIONAL ED INSTRUCTION	0.00	7,390.82	1,500.00	13,324.00	5,933.18	55
200 SPECIAL EDUCATION INSTRUC	0.00	34,882.14	60,737.00	62,535.00	27,652.86	55
400 SCHOOL ADMINISTRATION	0.00	5,098.18	0.00	11,267.00	6,168.82	45
600 OPERATIONS & MAINTENANCE	3,225.76	48,731.21	74,420.00	75,879.00	27,147.79	64
700 STUDENT ACTIVITIES	0.00	2,650.61	7,364.00	7,364.00	4,713.39	35
Org Total:	4,287.66	201,643.77	325,739.00	370,913.00	169,269.23	
624 KASAAN						
100 REGULAR INSTRUCTION	422.06	131,185.17	226,494.00	229,874.00	98,688.83	57
160 VOCATIONAL ED INSTRUCTION	861.22	1,295.20	1,500.00	1,500.00	204.80	86
200 SPECIAL EDUCATION INSTRUC	0.00	39,239.17	50,194.00	55,518.00	16,278.83	70
400 SCHOOL ADMINISTRATION	0.00	6,003.98	6,678.00	11,347.00	5,343.02	52
600 OPERATIONS & MAINTENANCE	1,139.05	31,579.67	32,725.00	33,025.00	1,445.33	95
700 STUDENT ACTIVITIES	0.00	2,881.90	6,696.00	6,696.00	3,814.10	43
Org Total:	2,422.33	212,185.09	324,287.00	337,960.00	125,774.91	
625 NAUKATI						
100 REGULAR INSTRUCTION	0.00	128,426.35	205,228.00	206,452.00	78,025.65	62
160 VOCATIONAL ED INSTRUCTION	0.00	620.08	1,500.00	621.00	0.92	99
200 SPECIAL EDUCATION INSTRUC	0.00	42,156.26	98,456.00	89,611.00	47,454.74	47
400 SCHOOL ADMINISTRATION	0.00	8,931.63	10,951.00	13,139.00	4,207.37	67
600 OPERATIONS & MAINTENANCE	2,864.32	40,155.01	66,012.00	71,171.00	31,015.99	56
700 STUDENT ACTIVITIES	0.00	15,028.37	6,718.00	10,332.00	-4,696.37	145
Org Total:	2,864.32	235,317.70	388,865.00	391,326.00	156,008.30	
628 THORNE BAY						
100 REGULAR INSTRUCTION	6,267.25	271,684.97	448,164.00	389,481.00	117,796.03	69
160 VOCATIONAL ED INSTRUCTION	0.00	3,248.54	2,400.00	11,268.00	8,019.46	28
200 SPECIAL EDUCATION INSTRUC	0.00	117,162.73	190,525.00	211,858.00	94,695.27	55
400 SCHOOL ADMINISTRATION	0.00	51,238.45	168,210.00	70,182.00	18,943.55	73
450 SCHOOL ADMIN SUPPORT SRVC	0.00	31,348.47	31,434.00	32,918.00	1,569.53	95
600 OPERATIONS & MAINTENANCE	13,708.13	217,347.96	282,203.00	316,912.00	99,564.04	68
700 STUDENT ACTIVITIES	-270.01	38,849.40	40,304.00	40,304.00	1,454.60	96
Org Total:	19,705.37	730,880.52	1,163,240.00	1,072,923.00	342,042.48	
632 WHALE PASS						
100 REGULAR INSTRUCTION	0.00	83,353.73	222,249.00	145,997.00	62,643.27	57
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	34,097.19	79,694.00	73,261.00	39,163.81	46
400 SCHOOL ADMINISTRATION	0.00	4,390.89	6,678.00	8,958.00	4,567.11	49
600 OPERATIONS & MAINTENANCE	717.04	25,175.58	35,792.00	37,792.00	12,616.42	66
700 STUDENT ACTIVITIES	0.00	2,069.73	6,451.00	6,451.00	4,381.27	32
Org Total:	717.04	149,087.12	352,364.00	273,959.00	124,871.88	
649 DISTRICT WIDE						
100 REGULAR INSTRUCTION	0.00	46,926.54	118,979.00	133,306.00	86,379.46	35
140 CORRESPONDENCE INSTRUC	0.00	97,106.19	154,110.00	167,913.00	70,806.81	57

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
160 VOCATIONAL ED INSTRUCTION	159.97	27,264.99	50,726.00	47,726.00	20,461.01	57
200 SPECIAL EDUCATION INSTRUC	-83.38	200.70	0.00	0.00	-200.70	***
220 SPED SUPPORT SRVCS-STUDNT	2,361.07	44,916.32	39,059.00	62,931.00	18,014.68	71
352 LIBRARY SERVICES	0.00	300.25	645.00	645.00	344.75	46
353 Technology	113,625.12	1,072,400.52	1,433,016.00	1,466,867.00	394,466.48	73
354 INSERVICE	0.00	7,828.74	9,000.00	10,900.00	3,071.26	71
400 SCHOOL ADMINISTRATION	3,168.00	13,753.35	4,564.00	16,114.00	2,360.65	85
450 SCHOOL ADMIN SUPPORT SRVC	150.35	32,996.09	28,809.00	35,237.00	2,240.91	93
511 BOARD OF EDUCATION	0.00	99,885.32	101,605.00	108,885.00	8,999.68	91
512 OFFICE OF SUPERINTENDENT	3,168.00	215,139.03	315,555.00	321,779.00	106,639.97	66
550 DISTRICT ADMIN SUPRT SRVC	8,763.00	241,822.47	292,197.00	294,258.00	52,435.53	82
600 OPERATIONS & MAINTENANCE	2,301.53	657,739.34	814,560.00	857,735.00	199,995.66	76
700 STUDENT ACTIVITIES	301.60	2,052.29	85,548.00	85,548.00	83,495.71	2
900 OTHER FINANCING USES	0.00	0.00	52,500.00	60,000.00	60,000.00	0
Org Total:	133,915.26	2,560,332.14	3,500,873.00	3,669,844.00	1,109,511.86	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	2,062.20	122,138.69	309,986.00	294,519.00	172,380.31	41
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	50.48	82,984.64	90,596.00	83,873.00	888.36	98
400 SCHOOL ADMINISTRATION	0.00	5,539.89	9,142.00	11,348.00	5,808.11	48
600 OPERATIONS & MAINTENANCE	2,412.75	43,444.68	57,219.00	54,974.00	11,529.32	79
700 STUDENT ACTIVITIES	0.00	55.08	8,947.00	8,947.00	8,891.92	0
Org Total:	4,525.43	254,162.98	477,390.00	455,161.00	200,998.02	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	2,999.22	108,494.38	156,395.00	161,772.00	53,277.62	67
160 VOCATIONAL ED INSTRUCTION	0.00	300.00	1,500.00	1,500.00	1,200.00	20
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	28,025.00	22,608.00	22,608.00	0
353 Technology	-159.97	0.00	0.00	0.00	0.00	0
400 SCHOOL ADMINISTRATION	0.00	19,716.40	7,078.00	11,347.00	-8,369.40	173
600 OPERATIONS & MAINTENANCE	0.00	34,966.54	52,864.00	53,014.00	18,047.46	65
700 STUDENT ACTIVITIES	0.00	0.00	5,750.00	5,750.00	5,750.00	0
Org Total:	2,839.25	163,477.32	251,612.00	255,991.00	92,513.68	
0.00Fund Total:	171,276.66	4,507,086.64	6,784,370.00	6,828,077.00	2,320,990.36	66 %
Grand Total:	171,276.66	4,507,086.64	6,784,370.00	6,828,077.00	2,320,990.36	66 %



April 17, 2024

Superintendent Report

Goals:

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

Engagement:

1. March 11: Coffman Cove School Visit
2. March 15: NYO Mini-Meet in Thorne Bay
3. March 21: ASA Legislative Meeting
4. March 26: AK Star Training
5. March 27: Hollis Work Day
6. March 29: Community Meetings, Coffman Cove/Naukati
7. April 5: ATP Virtual Job Fair
8. April 5: ASA Legislative Meeting
9. April 9: CTE Perkin Audit
10. April 10-11: Teacher Interviews: Coffman Cove/Naukati

AK Legislative Update:

1. Funding Questions [ASA Presentation - Apr 12, 2024](#)

Concerns:

1. Preschool Program -FY24-25
2. Update School Vehicle Driver Policy

Upcoming Planning:

1. May 6-7: Stream Week
2. May 11: Prom in Naukati
3. May 16: Hollis Graduation
4. May 17: Thorne Bay Graduation
5. May 18-24: National Close-up
6. May 30: Coffman Cove Graduation
7. June 13-14: Confluence Conference - Missoula

Achievement/celebrations

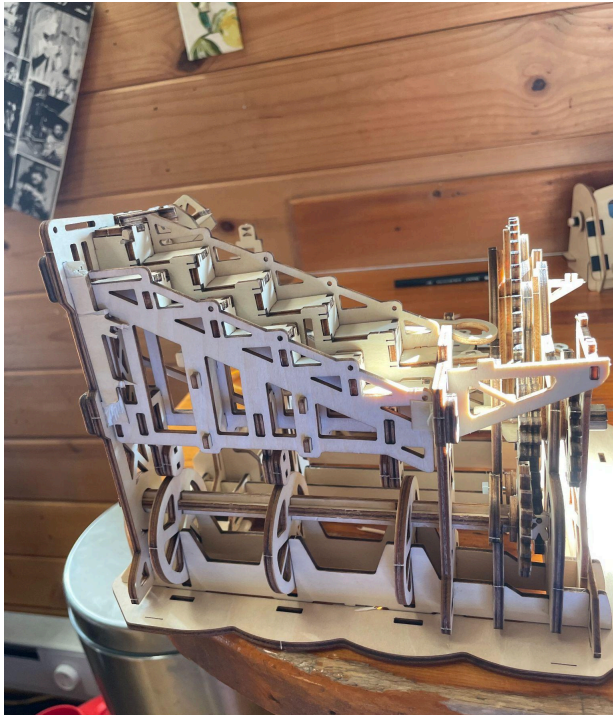
1. **Shout-Out:** NYO Students that competed in Juneau
2. **Shout Out:** SISD AK Star Data and Testing
3. **Shout-Out:** James Stevens has been selected as the 2024 Outstanding Alumni Award
4. **Shout-Out:** Coffman Cove Grant BioMass Wood Boiler Grant
5. **Shout-Out:** Korrisa Oatman and MS Volleyball
6. **Shout-Out:** Hollis Community for a successful work day
7. **Shout-Out:** Amanda Blankenship for a successful TB Basketball Tournament
8. **Shout-Out:** Becca Ververs - CTE efforts and organizing the week long intensives for SISD students.
9. **Shout-Out:** Terry West for organizing the Pre-school field trips and opportunities.
10. **Shout-Out:** The school communities of Coffman Cove and Naukati for the hiring committees' work.



AK-TRAILS BOARD REPORT April. 2024

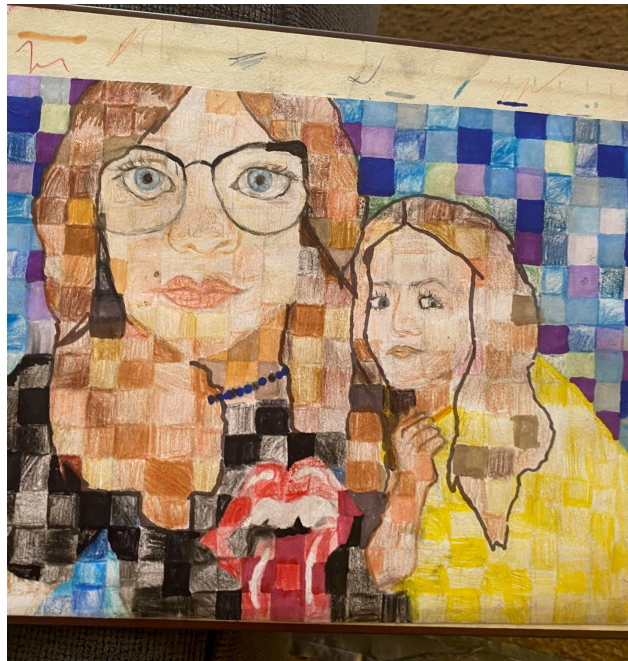


Classes:



All parents have now submitted third quarter work samples and progress reports. In addition to fun and engaging electives, I was amazed at some of the leaps and gains students are making in core subjects. One middle school student developed a plot outline for a dystopian novel, and others are completing chemistry experiments, mineral identification, detailed essays, and advanced math classes. Students are regularly making presentations and using technology such as *Google Slides*. One senior, Tryston Quigley, has completed all high school course

requirements an entire quarter early, and has done so while working full time!



Sports: Two AK-TRAILS students recently traveled to Juneau to participate in a Native Youth Olympics competition. Although he didn't travel to Juneau this time, Davin Hamby also qualified. At the competition, Tia Christopherson placed 5th in archery, and Megan Christopherson placed 2nd in archery and 4th in the 2 foot high kick.

In addition, 3 AK-TRAILS students (Anagail Hamby, Tia Christopherson, and Megan Christopherson) will be heading to archery nationals in Utah at the end of the month. Anagail continues to write articles for the NASP archery program. A link to her most recent article can be found [HERE](#).



Testing: All families were encouraged to participate in AK STAR state assessments. However, many families exercised their right to opt out. Staff throughout the district collaborated to make testing available at the closest locations possible for students. I'd like to offer a special "thank you" to Christi Nixon and Melissa Dougherty in Coffman Cove, to Patrick and Julia Trischman in PA, and to Matt Gore and Tawnya Weaver for accommodating AK-TRAILS students and assisting with testing.

Report Submitted by Cassandra Christopherson

SISD Vision:

"Students are equipped to achieve their dreams and aspirations"

SISD Mission:

"Set a foundation by cultivating experiences for students to develop goals and thrive in an ever-changing world."



SOUTHEAST ISLAND SCHOOL DISTRICT
Barry Craig Stewart Kasaan School

BOX KXA, Alaska 99950-0340
phone: 907-542-2217, fax: 907-542-2219



Barry Craig Stewart Kasaan School
April Board Report 2024

This is a report on the activities and programs taking place in Kasaan for the months of March and April of 2024. Keeping our students and parents focus on school has been a great challenge for us. Now that we are but a few months away from the end of the year, students and teachers are trying to find ways to keep the kids on track and stay on a good schedule for the rest of the year. Staff in Kasaan are working hard on creating fun and exciting educational activities that take advantage of the sunny weather as much as possible. Our goal for the next few months is to see a smile from each and every student every morning, and a smile when they leave to go home.

Now that spring has finally come, we are now working on developing more science hands-on learning activities in our school garden and in the outdoors. Our science lessons are focused on the processes of photosynthesis, creating a healthy environment for plants and animals. Kids are composting, starting up our worm farm again, and finishing up our new garden greenhouse storage shed.



Over the last month our middle school students have gathered tree limbs from local weeping willow trees and propagated them to make new young trees to sell in our new Green house store. It has been fun for the kids to see the new roots form and see the process of root growth. After each tree matures in our greenhouse they will be able to take their tree home or plant them around our community.



The state has added some new science standards that incorporate using nature as your classroom and using more outdoor activities in the class. It is called Nature journaling, and this program is designed to get kids asking questions about the world around them. We are hoping to take students out over the next few weeks to use their journals and explore the science in our outdoors.

Another fun Activity that our students have been excited about are their stop motion projects. Students have been working on some awesome stop motion films. They are making all their miniature scenes and creating some very realistic forms.



Our high school students have been working hard with the Sitka college Razer program developing a presentation showing their research on the health of our local beaches. They have been testing PSP levels and creating graphs and charts that can be sent into the state databases. (Real world problems) They have also been working hard on preparing for the exciting DC trip in May by working off all their community service hours.

Kasaan school is still working with the Organized Village of Kasaan to incorporate more Alaskan culture learning. We are taking groups of students once a week to our local carving shed and participate in other cultural learning activities. We have been working with the Organized Village of Kasaan on finishing our wood shed build fundraiser projects, worth up and over 10,000 dollars.



We are planning on some fun activities this month: After our AKStar testing we will be taking our students to Craig library, swimming pool, and having a big pizza party.



Howard Valentine Coffman Cove School

618 Howard Valentine Drive
Coffman Cove, AK 99918
(907) 329-2244



April 2024 Board Report

CTE Courses in Klawock - Construction Course and Introduction to Health Services; all of our High School students attended.

Whalefest - Our Middle School students went out on a 3-hour whale/bird watching boat tour to celebrate the herring spawn. We saw whales, sea lions, seals, otters and thousands of birds! It was the first time on a boat for one of our students, and the first time for our teacher to eat herring eggs on kelp fresh out of the ocean!

Activities!! - Karate, Game Night, Volleyball, Basketball, Craft Night and Archery oh my! We are keeping our kiddos busy!

NYO - William Keys represented us at NYO State competition in Juneau. Way to go William!

Fundraisers - Our students have been working hard to raise money for our sports and end-of-year trip. The community has been very generous and we appreciate support!

American Pops Orchestra - watched a live virtual performance of *Pied Piper*. Students were excited when Coffman Cove was mentioned by the lead actress. She answered questions at the end of the performance and answered all of our students' questions. We will continue doing musicals on the third Wednesday of every month beginning in May.

Phlight Camp - Students in Grades K-5 attended. K-1 students traveled to Thorne Bay on April 1st and really enjoyed themselves.



Howard Valentine Coffman Cove School

618 Howard Valentine Drive
Coffman Cove, AK 99918
(907) 329-2244



Reader's Theater - Students in Pre-K, Kindergarten, and First grade put on the play, *Three Billy Goats Gruff*, for parents, students, and teachers.

Library Time - Sharlet brought over her Naukati elementary students to join us at the public library for our weekly story time. Everyone really enjoyed visiting with each other.

St. Patrick's Day - A leprechaun came through our elementary classroom and opened cabinet doors, emptied drawers, and made a mess looking for his pot of gold.

Teacher Report April ASC/Board Report

Things have been quiet the last several weeks because several of our migratory ed families have been out of town for the Sitka herring fishery. We have continued making good progress in our subjects. The elementary students currently in town have started a geology unit in science that they are enjoying. Our middle schooler has been making progress in his courses. His life skills class has made our school lunch menu much more exciting.

Our internet has been working fairly well lately, but is still glitchy at times. I have heard no more talk of them coming out to try to improve our internet or do some maintenance, but will send a reminder so that we can get an update.

I know Michaela has been keeping busy with the organization and recruitment that needs to happen for next Fall's AATTSA program. Thank you Michaela.

We are ready to complete our state testing and have it scheduled for the school week of April 15-18. The AK-Trails students in Port Armstrong are going to try to make it over for their testing as well. We have completed our practice testing and should be all set for that.



IMAGINE A 10-WEEK ADVENTURE IN ALASKA!

August 23, 2024 - November 5, 2024

- Study Marine and Rainforest Ecology in one of the most rugged and pristine locations on Earth
- Learn Outdoor Survival Skills
- Practice various Art Forms
- Experience Living in a Remote Off-grid Island Fishing Community
- Attend Sitka WhaleFest
- Get to know Students from across the Nation

Alaska Tides to Tongass Science & Arts Academy
Port Alexander, AK

Learn More! QR code OR attsaa@sisd.org OR our Facebook Page OR call 601-568-2206




Grants received:

1. Denali Biomass funding: Received \$164,915.00 to address issues with the Garn boiler in the Coffman greenhouse and make it fully functional.

Grants applied for but not received:

1. DWEED (District Wide Early Education Program) grant: Applied for in February but not received, as the grant targeted the lowest-performing districts in the state. Two districts in the state received the grant and they ranked 37th and 46th.

Grants applied for:

1. CPRG (Climate Pollution Reduction Grant): Submitted on March 25 to revamp the Thorne Bay HVAC system and furnace.

2. OIE EASIE - Indian Ed grant: Currently being worked on, requiring parent meetings and will be submitted shortly.

3. RLIS-SQA (Rural and Low-Income School - Specially Qualified Agency) grant: Submitted, and the district qualifies for a small portion.

4. ESEA grants (application released on Tuesday April 10, to be worked on over the next couple of weeks):

- Title I-A: Financial assistance for districts serving low-income families
- Title I-C: Education of migratory families
- Title II-A: Supporting effective instruction
- Title IV-A: Student Support and Academic Enrichment

Grants not pursued:

1. Denali housing grant: Decided not to pursue, as it primarily targeted Western Alaska and coastal erosion issues, which would have put the district at a disadvantage.

2. 0.5 FTE per Student EEP Preschool funding source. After discussing with DEED and Rod we concluded that we were not eligible for the grant at this time.

Technology Department

Board Report - April 17, 2024

Updates

Devices:

- 4 of 7 new MacBook Pros arrived and being prepared for DO
- VMs created and being set up for DO Blackmountain Software
- MacBook Air screen replaced
- Bus Barn network gear installed and tied in with main network
- Back up SSD and tray ordered for VM server
- More RAM ordered for VM server
- Evaluations of Neat Bar and Viewsonic Cameras tested and shipped back
- iPhone ordered ultimately for Testing Coordinator
- Old Tech supplies being sorted and set aside for Tech Sale

RUS-DLT Grant:

- RUS-DLT Grant budget awaiting final testing camera before revision
- Standalone camera without mic or speakers ordered for testing

Port Alexander Internet:

- E-Rate not applied organizing trip to PA to investigate Starlink solutions
- Starlink extension poles arrived

Testing:

- NWEA AK STARS roster upload complete and ready for testing
- NWEA AK STARS sessions created and applied for students and teachers
- NWEA AK STARS App updated and pushed out to 79% of MacBooks
- DRC Science roster upload complete and ready for testing
- DRC Science sessions created and applied for students and teachers
- DRC Science App updated and pushed out to 77% of MacBooks
- Chromebooks NWEA AK STARS and DRC Science apps fully updated

Misc:

- Networking issue fixed for Amplify Boost in Hollis
- Cleaning up Techroom and reorganizing for new year
- Outlining process for new years Macbook and iPad management

Tech Student:

- Final Preparations for 107 test this month

SISD Technology Coordinator
Everett Cook

SISD FOOD SERVICE BOARD REPORT

04/08/2024

SISD follows NSLP (Nation School Lunch program), SBP (School Breakfast Program) and FFVP (Fresh Fruit and Vegetable Program).

We keep bringing fresh fruits and vegetables to our schools' menus to provide healthy food for our students. Fresh lettuce, tomatoes, cucumbers, bell peppers, celery, spinach, carrots, radish, apples, oranges, grapes are always on our menu.

Our 4-weeks cycle menu is always posted on our website www.sisd.org. You can download it like a pdf file from **Dining menu** [Documents | Southeast Island School District \(sisd.org\)](#). Or you can push a button **Menu** on the website and then press **Dining** button, and a current week's menu will show up [Dining | Southeast Island School District \(sisd.org\)](#).



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

Preschool Coordinator Report
April 2024
Submitted by: Terry West

Our April focus is getting all paperwork, observations, and assessments done by the May checkpoints deadline! This will be the final assessment of the year. We have caring preschool paraprofessionals and the students are moving forward in all the preschool categories set by the My Teaching Strategies curriculum.

Our playground equipment is ordered and April is going to be a month of purchasing all items on the Early Learning budget.

We enjoyed a fun field trip to Craig at the beginning of May. We went swimming and rollerskating. Our next field trip will be in Naukati. We are headed to a horse farm and each student will be assisted while they ride a horse.

I have been completing a lot of Thread training opportunities for the last few months and some paraprofessionals have completed some, too. Thread will be offering more of these training opportunities for all preschool paraprofessionals.

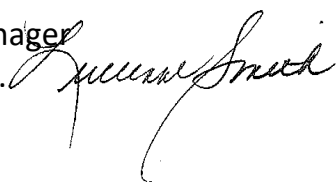
We are working towards bringing our preschool program into alignment with all the new DEED requirements. By doing this, it will bring more money to the school and most importantly, will provide a higher quality education to our preschooler.

Starting next week, we will be offering free Ages and Stages pre diagnostic screenings for all 3-4 yr olds.



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MEMORANDUM

TO: SISD BOARD OF EDUCATION
THRU: Rodney Morrison , Superintendent
FROM: Lucienne Smith, Contracted Business Manager
Alaska Education & Business Services, Inc. 
Date: April 11, 2024
SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE
Goal #3: Increase Communication District and Community Wide

Monthly Activities: Our monthly activities are proceeding as planned, below are some key highlights from the past month:

FY 2024 BUDGET: Current expenditures remain in line with the budget for this time of year.

We have been in communication with the State regarding Timber Receipts and when we can expect them to be paid to the various entities. We have been told that due to Congress being late on passing the budget, the amounts for the SRS payments have not been received.

FY 2025 BUDGET: The FY 2025 2nd Proposed Budget follows. Based on our current enrollment, and a \$340 increase to the BSA to \$6,300 (this is half of what the legislature passed), we initially have a deficit of \$348K.

FY 2025 INSURANCE: We have met and discussed the FY 2025 Health insurance and expect a proposal from the brokers in the next couple of weeks.

The insurance questionnaires for the General Liability, auto, property, etc., have been completed and we should receive a quote from our broker on those items in May. It appears that APEI and AML will be merging into one entity so we hope that will provide rate savings.

OTHER: We are still anticipating the receipt of the final payment for the Kasaan K-12 playground and thereafter that project will be closed out. The only DOEED CIP project remaining open is the Hollis School K-12 replacement.

All Q3 grant reimbursements have been processed. All Q3 payroll reports have been submitted.

The purchase order deadline has been established to allow us to close our records on June 30th.

We will have a few updated Standard Operating Procedures that will be included in our booklet as a result of this year's grant monitoring and to help improve current processes. Those are Grant reporting, Grant Purchasing, Accounts payable, and Fundraising.

Mission: Students are equipped to achieve their dreams and aspirations

Vision: Set a foundation by cultivating experiences for students to develop goals and thrive in an ever-changing world.

At the at the beginning of this month, 15 students traveled up to Juneau to compete in a NYO competition with other students from all across the state in the hope of beating their own Personal records. Our SISD team did really well, with several students placing. In middle school long bow girls archery, SISD students Nora Lovell, Ella Sutton, and Jordan Blankenship took the podium, and Chamea McCormick came in 5th. In high school archery, Bonnie Campbell came in first, Megan Christopherson came in second, and I placed 5th in the girls category. For the boys category, Jayden Kohn placed 2nd, and Quinton Quigley came in 3rd. In the Inuit stick pull, Quinton Quigley placed 5th in high school boys, Jordan Blandenship came in 1st in middle school girls, and Malachi Reid placed 2nd in middle school boys. For the kneel jump, Bonnie Campbell placed 5th for high school girls, with a jump of 33 inches. In the two high kick, Megan Chistopherson placed 4th, and in the wrist carry, Justice Collins set a new NYO record, with a distance of 276 feet 11 inches! Most importantly, we all had a good time. NYO is an incredibly welcoming and supportive sport, where competitors, other coaches, and even judges give you tips and encouragement. We learned a great deal that will help us in the future.

Last weekend, there was a high school basketball scrimmage between Naukati and Thorne Bay. This was a very fun event, and it was great to have it before the elementary games, as it seemed to draw a bigger crowd. We also had high school students stay and ref for the elementary games and more in the bleachers cheering on the younger students. Also, with all the activity last month, one thing I forgot to mention was that Thorne Bay's boy's basketball team won the sportsmanship award at regionals. Unfortunately, they weren't able to be there to receive this in person, so it was presented to them during halftime at last Saturday's game, as well as awards for individual players.

I would also like to thank all of those on the prom committee for all the time and effort they put into planning this year's prom. Large posters for schools were recently printed, and notices have been sent out digitally. We are hoping to have a large turn out here in Naukati.

Looking forward, we have many activities planned, including a Nationals archery trip next week, STREAM Week, Plight Club, and a Washington DC Close Up opportunity.

[Thank you, and this concludes my report. Please scroll down to the next page to see some pictures of recent events!](#)



Jordan Blackanship Middle school



Quinton Quiqley high school



Malachi Reid

INUIT STICK PULL

Middle School Girls

- 1st: Jordan Blankenship, SISD
- 2nd: Emi Anderson, PET
- 3rd: Kailin Demello, YDHS
- 4th: Brittany Mills, Kake
- 5th: Lilliana Harris

Middle School Boys

- 1st: Daniel Rodgers, CHI
- 2nd: Malakai Reid, SISD
- 3rd: Taan Moll, Sitka/Blatchley
- 4th: Isaiah Budke, HNH
- 5th: Cedar Helms, PET

INUIT STICK PULL

High School Girls

- 1st: Kezia Verebasaga, JDHS
- 2nd: Max Derr, YDHS
- 3rd: Allison Jack, JDHS
- 4th: Isadora Oliver, KET
- 5th: Becky Fisher, PET

High School Boys

- 1st: Donovan Stephan-Standifer, MEHS
- 2nd: Craig Johnson, UTQ
- 3rd: Stefano Rivera, JDHS
- 4th: Kelly Michelssen, MET
- 5th: Quinton Quiqley, SISD

TWO FOOT HIGH KICK

High School Girls

1st: Bree LaBelle, Yukon, 74" New Record

2nd: Tessa Anderson, MEHS, 70"

3rd: Anastasha Wilde, WAHS, 66" 0m

4th: Megan Christopher, SISD, 62"

2m

5th: Abigail Semeken, Soldotna, 62"

3m



Megan Christopherson-high school

ARCHERY

High School Girls

- 1st: Bonnie Campbell, SISD, 46.25
- 2nd: Megan Christopherson, SISD, 39.5
- 3rd: Ken White, TMHS, 37.25
- 4th: Charity Gordon- HOM, 37
- 5th: Tia Christopherson, SISD, 33.5
- 5th: Jordan Bennett, JDHS, 33.5

High School Boys

- 1st: Matt Chagluak, WAHS, 46.5
- 2nd: Jayden Kohn, SISD, 45.25
- 3rd: Quinton Quigley, SISD, 44.5
- 4th: Jackson Clark, JDHS, 42
- 5th: Elan Chappell, TMHS, 39

ARCHERY

Middle School Girls

- 1st: Nora Lovell SISD 46.25
- 2nd: Ella Sutton SISD 43.5
- 3rd: Jordan Blankenship SISD 43.25
- 4th: Sage Laky Homer 39
- 5th: Chamea McCormick 38.25
- 5th: Raven Sheakley TCLL 38.25



Girls High school Archers:
Bonnie campbell 1st, Megan Christopherson 3rd
Not pictured: Tia Christopherson 5th



Girls middle school Archers:
Nora Lovell 1st, Ella Sutton 2nd,
Jordan Blankenship 3rd.
Not pictured: Chamea McCormick 5th



Boys high school Archery:
Jayden Kohn 2nt, Quinton Quigley 3rd.



KNEEL JUMP

High School Girls

- 1st: Tahira Akaran, MEHS, 38"
- 2nd: Anatasha Wilde, WAHS, 37 ½"
- 3rd: Tessa Anderson, MEHS, 37"
- 4th: Becky Fisher, PET, 36"
- 5th: Bonnie Campbell, SISD, 33"

This is the only picture I was able to take of the kneel jump.

WRIST CARRY

High School Girls

1st: Dorothy Bad Warrior- Johnson, Bartlett High School, 197' 10 ½", new record

2nd: Bree Labelle, YUK, 148' 9 ¾"

3rd: Madeleine Kent, YUK, 143' 4"

4th: Bonnie Campbell, SISD, 122"

5th: Charity Gordon, HOM, 62' 3 ¼"

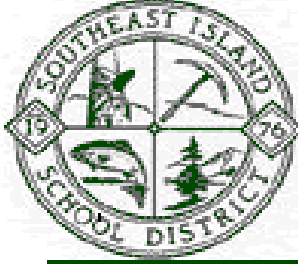
High School Boys

1st: Justice Collins, SISD, 276' 11", new record

2nd: Sampson Oliver, KET, 213' 5"



Justice Collins set the new wrist carry record for high school boys at 267 ft. and 11 inches



SOUTHEAST ISLAND SCHOOL DISTRICT
P.O. Box 19569, 1218 A Shoreline Drive Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 Email: sisd@sisd.org

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

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

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

Date: April 11, 2024

SUBJECT: FY 2025 2nd Proposed Budget

The FY 2025 2nd proposed budget follows. The budget as presented is not balanced as **expenditures exceed revenues by \$267K.**

Throughout this narrative, you will find detailed explanations of our revenue sources and expenditure projections. We have endeavored to strike a balance between meeting immediate needs and investing in long-term sustainability, mindful of both short-term challenges and future opportunities. Moreover, this budget narrative is not a static document but a dynamic tool for continuous improvement. We invite your feedback, insights, and guidance as we navigate the financial landscape together, adapting to changing circumstances and seizing emerging possibilities.

Food Service Fund – This budget reflects \$139,255 to supplement this program to break even.

Pupil Transportation – This budget reflects \$73,978 will be added to the fund balance.

The FY 2025 2nd Proposed budget has been built with the following revenue assumptions:

Revenues - \$5,905,888

- Enrollment is projected District wide at 155, status quo to FY 2024, plus 16 Correspondence students
- Current Area Cost Differential (1.403) as included in the foundation calculation
- BSA \$6,300- The additional \$340 – which is half of what the legislature has but the Governor has not signed
- Intensive funding remains 13 times the BSA – budgeted for 10 Intensive Districtwide, two less than the current year
- Timber Receipts have been budgeted the same as the current year
- Pupil Transportation is budgeted for a small increase for the CPI
- Food Services revenues are budgeted at status quo

- Employee Housing – status quo to the current year
- TRS On behalf is 16.03% and PERS On behalf is 4.76% (these net to zero revenues equal expenses for On Behalf)
- E-Rate has been discontinued since we will be using Starlink on each site
- Port Protection, Hyder, and Edna Bay schools still closed – no revenue generated

The FY 2025 2nd Proposed Budget has been built with the following expenditures assumptions:

Expenditures - \$6,173,738

- Step increase for returning classified positions (if applicable)
- Step increase (if applicable) for returning certificated positions
- Contract/PAF amounts for new personnel
- Liability & Property Insurances with a 2% increase
- Health insurance 5% increase
- Fuel, gasoline, travel, supplies status quo
- Port Protection, Hyder schools, Edna Bay school closed – \$20K funded for other purchased services for Port Protection & \$20K Edna Bay maintenance of existing facilities (budgeted under district wide – 649 M&O)
- TRS On behalf is 16.03% and PERS On behalf is 4.76% (these net to zero revenues equal expenses for On Behalf)
- One Principal for Area wide and Thorne Bay
- Added one FTE Itinerant Special Education Coordinator/Districtwide Testing
- Removed the .5 FTE Greenhouse worker (1040 hours/year) under District Wide Vocational/Technical
- \$50K in transfers for CIP – for any large item that becomes an expense
- \$10,000 in transfers for special revenue funds in the event we overspend, or a grant requires matching funds

As we move forward, we will continue to review and update enrollment, intensives, correspondence, staffing and any action taken by the Governor and/or Legislature which may change our revenue projection.

Please do not hesitate to ask questions.

Thank you.



Southeast Island School District
Thorne Bay, Alaska

FY 2025 2ND PROPOSED BUDGET
APRIL 17, 2024

Rodney Morrison, Superintendent
Shannon Silverthorn, Board President
Sandy Curtis, Board Clerk
Molly Kimzey, Board Member
Anthony Lovell, Board Member
Debbie Fehr, Board Member

SOUTHEAST ISLAND SCHOOL DISTRICT

Revenue Budget

FY 2025 2ND PROPOSED BUDGET

	2024	2025	
	REVISED FINAL	2ND PROPOSED	BUDGET
			Change
Enrollment	<u>153+18.6+12</u>	<u>153+18.6+10</u>	<u>0/0/-2</u>
FUND 100: School Operating			
State Foundation	\$ 4,284,502	\$ 4,798,672	\$ 514,170
Other State Revenue \$680/ADM	250,674	-	(250,674)
PERS On behalf (057)	26,966	39,482	12,516
TRS On behalf (056)	207,935	287,494	79,559
Timber Receipts	280,000	285,000	5,000
E-Rate - Federal	1,411,471	-	(1,411,471)
Transfer in From Other Funds	166,672	-	(166,672)
Other Revenue*	25,000	25,000	-
FUND TOTAL	\$ 6,653,220	\$ 5,435,648	\$ (1,217,572)
FUND 205: Student Transportation			
Student Transportation (State)	<u>195,228</u>	<u>218,240</u>	<u>23,012</u>
FUND TOTAL	\$ 195,228	\$ 218,240	\$ 23,012
FUND 255: Food Service			
School Lunch Revenue	2,000	2,000	-
Food Service (State)	<u>140,000</u>	<u>140,000</u>	<u>-</u>
	\$ 142,000	\$ 142,000	\$ -
FUND 375: Employee Housing			
Local Revenues	<u>110,000</u>	<u>110,000</u>	<u>-</u>
FUND TOTAL	\$ 110,000	\$ 110,000	-
Fund Balance Transfer	<u>-</u>	<u>-</u>	<u>-</u>
FUND TOTAL	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 7,100,448	\$ 5,905,888	\$ (1,194,560)

SOUTHEAST ISLAND SCHOOL DISTRICT

Expenditure Summary by Department

FY 2025 2ND PROPOSED Budget

<u>Loc/Function</u>	<u>Department</u>	<u>FY 2024 REVISED</u> <u>FINAL BUDGET</u>	<u>FY 2025 2ND</u> <u>PROPOSED Budget</u>	<u>Change</u>
649 100	Regular Instruction	\$ 133,306	\$ 138,619	5,313
649 140	Correspondence Instruction	167,913	173,191	5,278
649 160	Vocational Instruction	53,726	3,000	(50,726)
649 220	Special Education Support Services	62,932	145,993	83,061
649 300	Support Services - Students - Guidar	-	13,333	13,333
649 350	Support Services Instruction	-	-	-
649 352	Support Services Instruction-Library	645	645	-
649 353	Technology	1,466,866	167,820	(1,299,046)
649 354	Inservice	10,900	10,900	-
649 400	School Administration	7,114	102,032	94,918
649 400	School Administration Support	31,238	30,394	(844)
649 511	Board of Education	108,884	111,141	2,257
649 512	Office of Superintendent	321,779	328,329	6,550
649 550	District Admin Support Services	294,258	334,920	40,662
649 600	DW Operations & Maintenance	857,735	726,882	(130,853)
649 600	DW Employee Housing	50,000	50,000	-
649 700	DW Student Activities	85,548	90,393	4,845
649 760	DW Pupil Transportation	61,004	51,705	(9,299)
649 790	DW Food Services	209,124	193,604	(15,520)
649 900	DW Transfers	60,000	60,000	-
621	Howard Valentine	381,769	392,185	10,416
624	Kasaan	350,885	364,853	13,968
625	Naukati	408,465	396,055	(12,410)
628	Thorne Bay	1,133,210	1,171,075	37,865
667	Hollis	527,137	540,846	13,709
669	Port Alexander	257,134	285,215	28,081
682	Whale Pass	282,920	290,609	7,689
Totals		\$ 7,324,492	\$ 6,173,738	\$ (1,150,754)

SOUTHEAST ISLAND SCHOOL DISTRICT

Expenditure Summary by Function

FY 2025 2ND PROPOSED BUDGET				
Function	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET	Increase (Decrease)	Percent of FY 2024 Total
Instruction				
100 Regular Instruction	\$ 1,784,183	\$ 1,902,870	\$ 118,687	30.82%
140 Correspondence Instruction	167,913	173,191	5,278	2.81%
160 Vocational Education	85,818	15,000	(70,818)	0.24%
200 Special Education Instruction	592,282	610,603	18,321	9.89%
220 Special Education Support Services	62,932	145,993	83,061	2.36%
300 Support Services - Students - Guidance	-	13,333	13,333	0.22%
350 Support Services - Instruction	645	645	-	0.01%
353 Technology	1,466,866	167,820	(1,299,046)	2.72%
354 Inservice	10,900	10,900	-	0.18%
400 School Administration	137,702	269,919	132,217	4.37%
Sub Total Instruction	\$ 4,309,241	\$ 3,310,273	\$ (998,968)	53.62%
Administration				
450 School Administration Support	65,634	64,883	(751)	1.05%
550 District Administration	294,258	334,920	40,662	5.42%
511 School Board	108,884	111,141	2,257	1.80%
512 Office of Superintendent	321,779	328,329	6,550	5.32%
600 Maintenance & Operations	1,498,507	1,315,007	(183,500)	21.30%
600 Teacher Housing	50,000	50,000	-	0.81%
700 Pupil & Athletic Activities	167,780	173,668	5,888	2.81%
Sub Total Admin/M&O	\$ 2,506,842	\$ 2,377,948	\$ (128,894)	38.52%
760 Pupil Transportation	153,397	144,262	(9,135)	2.34%
790 Food Services	295,012	281,255	(13,757)	4.56%
900 Fund Transfers	60,000	60,000	-	0.97%
Sub Total Transfers, Pupil Trans & Food Svcs	\$ 508,409	\$ 485,517	\$ (22,892)	7.86%
TOTAL ALL EXPENSES	\$ 7,324,492	\$ 6,173,738	\$ (1,150,754)	100.00%

SOUTHEAST ISLAND SCHOOL DISTRICT

BENEFITS

Description and Percentage of Gross Payroll

Projected Benefit Costs for FY 2025

Object Code	Description	% of Gross Classified	% of Gross Certificated	Notes
361	Health & Life Insurance ¹	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 ²	0.00%	12.56%	Certificated employees only
366	PERS ²	<u>22.00%</u>	<u>0.00%</u>	Classified employees working 15 or more hrs/wk except temporary
TOTAL		<u>64.28%</u>	<u>48.64%</u>	
ADD: TRS/PERS On-behalf		4.76%	16.03%	
TOTAL		<u>69.04%</u>	<u>64.67%</u>	

¹ Health Insurance is 4 rates depending on category of Single/Employee-child/Employee-spouse/Family - 33% is an average.

² The State unfunded liability for TRS & PERS; the state will provide an on behalf payment of 16.03% for TRS and 4.76% for PERS.



District Wide

FY 2025 2ND PROPOSED BUDGET

Location 649

		FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET	<u>Change</u>	
Fund 100: School Operating					
Location	649	District-Wide			
Function	100	Regular Instruction	\$ 133,306	\$ 138,619	5,313
Function	140	Correspondence Instruction	167,913	173,191	5,278
Function	160	Vocational Instruction	53,726	3,000	(50,726)
Function	220	Special Education Support Svcs	62,932	145,993	83,061
Function	300	Support Svcs - Students-Guidanc	0	13,333	13,333
Function	350	Support Svcs-Instruction	0	0	0
Function	352	Support Svcs-Instruction - Library	645	645	0
Function	353	Technology	1,466,866	167,820	(1,299,046)
Function	354	Inservice	10,900	10,900	0
Function	400	School Administration	7,114	102,032	94,918
Function	450	School Administration Support	31,238	30,394	(844)
Function	511	Board of Education	108,884	111,141	2,257
Function	512	Office of Superintendent	321,779	328,329	6,550
Function	550	District Admin Support Svcs	294,258	334,920	40,662
Function	600	Operations & Maintenance	857,735	726,882	(130,853)
Function	700	Student Activities	85,548	90,393	4,845
Function	900	Transfers	60,000	60,000	0
		Fund Total	<u>\$3,662,844</u>	<u>\$ 2,437,592</u>	<u>(1,225,252)</u>
		Fund 205: Student Transportation	<u>\$ 61,004</u>	<u>\$ 51,705</u>	<u>(9,299)</u>
		Fund 255: Food Service Fund	<u>\$ 209,124</u>	<u>\$ 193,604</u>	<u>(15,520)</u>
		Fund 375: Employee Housing	<u>\$ 50,000</u>	<u>\$ 50,000</u>	<u>0</u>
		TOTAL	<u>\$3,982,972</u>	<u>\$ 2,732,900</u>	<u>(1,250,072)</u>

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

District Wide Location 649

Districtwide			FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Account Code	Description	Comments		
<u>Regular Instruction</u>				
100.649.100.. 314	Cert-Director/Coor/Mgr	(Federal Programs- .6 Grant Funded)	\$ 50,400	\$ 53,214
100.649.100.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		12,499	13,000
100.649.100.. 365	TRS On Behalf		6,532	8,530
100.649.100.. 369	Other Employee Benefits	(Tuition Reimb. Per CBA)	22,000	22,000
100.649.100.. 450	Supplies/Material/Media		1,875	1,875
100.649.100.. 471	Textbooks	DW Textbook Adoption (Quality Schools)	<u>40,000</u>	<u>40,000</u>
Total 100	Regular Instruction		<u>133,306</u>	<u>138,619</u>
<u>Correspondence Instruction</u>				
100.649.140.. 315	Cert-Teacher	1.00 FTE	63,219	65,139
100.649.140.. 316	Extra Duty		10,000	10,000
100.649.140.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		47,705	49,628
100.649.140.. 365	TRS On Behalf		9,489	12,045
100.649.140.. 410	Professional & Technical Services	Virtually Connected	700	700
100.649.140.. 450	Supplies/Material/Media	(16. Students X \$2,300K)	36,800	35,680
100.649.140.. 471	Textbooks		<u>-</u>	<u>-</u>
Total 140	Correspondence Instruction		<u>167,913</u>	<u>173,191</u>
<u>Vocational Instruction</u>				
100.649.160.. 321	Non-Cert Manager	(Greenhouse)	28,732	-
100.649.160.. 329	Substitutes/Temporary		-	-
100.649.160.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		21,103	-

Districtwide			FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Account Code	Description	Comments		
100.649.160.. 366	PERS On Behalf		891	-
100.649.160.. 450	Supplies/Material/Media		3,000	3,000
Total 160	Vocational Instruction		53,726	3,000
<u>Special Education Instruction Support Services</u>				
100.649.220.. 314	Cert-Director/Coor/Mgr	.90 FTE	-	85,500
100.649.220.. 324	Non-Cert - Support Staff		2,756	2,854
100.649.220.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		945	21,602
100.649.220.. 365	TRS On Behalf		-	13,706
100.649.220.. 366	PERS On Behalf		85	136
100.649.220.. 410	Professional & Technical	Sped Svc Providers not covered in Title VIB Grant	34,500	7,500
100.649.220.. 420	Staff Travel		6,250	6,250
100.649.220.. 450	Supplies/Materials/Media		11,950	2,000
100.649.220.. 490	Dues and Fees	Powerschool	6,446	6,446
Total 220	Special Education Instruction Support Svcs		62,932	145,993
<u>Support Services-Students - Guidance</u>				
100.649.300.. 316	Cert- Extra Duty Pay	.10 FTE	-	9,500
100.649.300.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	2,310
100.649.300.. 365	TRS On Behalf		-	1,523
Total 300	Support Services - Students - Guidance		-	13,333
<u>Support Services-DW Library</u>				
100.649.352.. 440	Other Purchased Services		-	-
100.649.352.. 450	Supplies/Material/Media		150	150
100.649.352.. 490	Dues and Fees	Battle of the Books	495	495
Total 352	Support Services - DW Library		645	645

Districtwide			FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Account Code	Description	Comments		
Technology				
100.649.353.. 321	Non-Cert Director/Coor/Mgr	1.0 FTE	61,000	63,135
100.649.353.. 324	Non-Cert Support Staff		-	-
100.649.353.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		42,850	40,930
100.649.353.. 366	PERS On Behalf		1,891	3,005
100.649.353.. 410	Professional & Technical Servi (Contractor; E-rate Sub		12,720	2,500
100.649.353.. 420	Staff Travel		750	750
100.649.353.. 433	Communications	Internet, WIFI	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)		52,500	52,500
Total 353	Technology		1,466,866	167,820
Inservice				
100.649.354.. 410	Professional & Technical Services		2,500	2,500
100.649.354.. 420	Staff Travel		2,400	2,400
100.649.354.. 450	Supplies/Material/Media		6,000	6,000
Total 354	Inservice		10,900	10,900
School Administration				
100.649.400.. 313	Cert - Principal	.5 FTE	-	57,270
100.649.400.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		-	28,468
100.649.400.. 365	TRS On Behalf		-	9,180
100.649.400.. 420	Staff Travel (Site to site travel)		5,000	5,000
100.649.400.. 433	Communications		550	550
100.649.400.. 450	Supplies, Materials & Media		950	950
100.649.400.. 491	Dues & Fees	(ACSA)	614	614
Total 400	School Administration		7,114	102,032
School Administration Support				
100.649.450.. 324	NonCert-Support Staff	.5 FTE	21,653	21,715
100.649.450.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		7,414	6,145
100.649.450.. 366	PERS On Behalf		671	1,034
100.649.450.. 450	Supplies, Materials & Media	PowerSchool	1,500	1,500
Total 450	School Administration Support		31,238	30,394

Districtwide			FY 2024	FY 2025 2ND
			REVISED FINAL	PROPOSED
Account Code	Description	Comments	BUDGET	BUDGET
Board of Education				
100.649.511.. 324	NonCert-Support Staff	.5 FTE	49,166	50,886
100.649.511.. 329	Substitutes/Temporaries (Board Stipends)		5,000	5,000
100.649.511.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		25,590	25,228
100.649.511.. 366	PERS On Behalf		1,523	2,422
100.649.511.. 410	Professional & Technical Services	Board Policy	9,980	9,980
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		300	300
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	<u>8,500</u>	<u>8,500</u>
Total 511	Board of Education		<u>108,884</u>	<u>111,141</u>
Office of Superintendent				
100.649.512.. 311	Cert-Superintendent	1.0 FTE	145,000	145,000
100.649.512.. 324	NonCert-Support Staff	.5 FTE	49,166	50,886
100.649.512.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		75,442	75,722
100.649.512.. 365	TRS On Behalf		18,792	23,244
100.649.512.. 366	PERS On Behalf		1,524	2,422
100.649.512.. 410	Professional & Technical Services		5,000	5,000
100.649.512.. 414	Legal Fees		10,000	10,000
100.649.512.. 420	Staff Travel		4,000	4,200
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	4,825
100.649.512.. 491	Dues & Fees		<u>1,630</u>	<u>1,630</u>
Total 511	Office of Superintendent		<u>321,779</u>	<u>328,329</u>

Districtwide			FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Account Code	Description	Comments		
District Admin Support Service				
100.649.550.. 324	NonCert-Support Staff	2.27 FTE	112,334	115,862
100.649.550.. 329	Substitute/Temporary		2,500	500
100.649.550.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		82,632	79,166
100.649.550.. 366	PERS On Behalf		3,482	5,515
100.649.550.. 410	Professional & Technical Servi	(Business Contract, Audit)	120,000	120,000
100.649.550.. 420	Staff Travel		5,000	5,000
100.649.550.. 433	Communications	(DO Telephone, Postage)	6,500	6,500
100.649.550.. 441	Rentals	Meter Rental ; background cks	4,000	4,000
100.649.550.. 445	Insurance - Liabilit	(General Liability, Crime, E&O, Excess, etc.)	42,000	43,260
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)	16,365	16,365
100.649.550.. 491	Dues & Fees	Bank Fees; SHRM Membership	5,500	5,500
100.649.550.. 495	Indirect Recovery	Indirect Recovery of Admin Expense for Grants - FY 25	(109,555)	(70,248)
Total 550	District Admin Support Service		294,258	334,920
Operations & Maintenance				
100.649.600.. 321	Non Cert Director/Coord/Mgr	1.0 FTE	58,858	65,000
100.649.600.. 325	NonCert-Maint/Custodial	2.75 FTE	82,315	92,529
100.649.600.. 324	NonCert-Support Staff	.30 FTE	17,847	18,472
100.649.600.. 329	Substitutes/Temporaries		45,000	45,000
100.649.600.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		126,455	52,180
100.649.600.. 366	PERS On Behalf		2,552	4,404
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		3,000	3,000
100.649.600.. 433	Communications		3,000	3,000
100.649.600.. 435	Other Energy		500	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	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 2024	FY 2025 2ND
Account Code	Description	Comments	REVISED FINAL BUDGET	PROPOSED BUDGET
100.649.600.. 445	Insurance & Bond Premiums	Property & Auto	237,475	227,064
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>70,000</u>	<u>5,000</u>
Total 600	Operations & Maintenance		<u>857,735</u>	<u>726,882</u>
<u>Student Activities</u>				
100.649.700.. 322	Non Cert- Dir/Coor/Mgr		-	-
100.649.700.. 316	Cert-Extra Duty	AD/Coaching Stipends	31,982	17,181
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)		6,331	27,368
100.649.700.. 365	TRS On Behalf		4,145	2,754
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	ASAA Dues	<u>2,500</u>	<u>2,500</u>
Total 700	Student Activities		<u>85,548</u>	<u>90,393</u>
<u>Transfers</u>				
100..900.. 552	Transfers to Special Revenue Funds		10,000	10,000
100..900.. 554	Transfers to CIP Funds		<u>50,000</u>	<u>50,000</u>
Total 600	Employee Housing		<u>60,000</u>	<u>60,000</u>
Total 100	General Operating Fund		<u>\$ 3,662,844</u>	<u>\$ 2,437,592</u>
<u>Student Transportation</u>				
205.649.760.. 325	Maintenance	.25 FTE	16,650	16,650
205.649.760.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		14,287	4,712
205.649.760.. 366	PERS On Behalf		517	793
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>
Total 205	Student Transportation		<u>61,004</u>	<u>51,705</u>

Districtwide			FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Account Code	Description	Comments		
Food Services Fund				
255.649.790.. 321	NonCert-Dir/Coor/Mgr	.64 FTE	43,341	33,070
255.649.790.. 326	NonCert-Food Service Support		-	-
255.649.790.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		14,840	9,359
255.649.790.. 366	PERS On Behalf		1,343	1,574
255.649.790.. 410	Professional & Technical		-	-
255.649.790.. 420	Staff Travel	(Annual Req'd CNP Training)	-	-
255.649.790.. 450	Supplies/Materials/Media		6,500	6,500
255.649.790.. 458	Vehicle Gas, Diesel, & Oil		1,000	1,000
255.649.790.. 459	Food		137,500	137,500
255.649.790.. 460	Milk		4,000	4,000
255.649.790.. 491	Dues and Fees		600	600
Total 255	DW Food Services Fund		209,124	193,604
Employee Housing				
375.649.600.. 452	Maintenance Supplies		50,000	50,000
Total 600	Employee Housing		50,000	50,000
Total	District Wide		\$ 3,982,972	\$ 2,732,900



Howard Valentine Timberwolves

FY 2025 2ND PROPOSED BUDGET

Location 621

	<u>FY 2024 REVISED FINAL BUDGET</u>	<u>FY 2025 2ND PROPOSED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 200,545	\$ 220,233	\$ 19,688
Vocational Education	13,324	1,500	(11,824)
Special Education	62,535	63,598	1,063
School Administration	11,268	11,618	350
Operations & Maintenance	75,880	76,405	525
Student Activities	7,364	7,487	123
Fund Total	<u>\$ 370,916</u>	<u>\$ 380,841</u>	<u>\$ 9,925</u>
Fund 255: Food Service Fund	<u>\$ 10,853</u>	<u>\$ 11,344</u>	<u>491</u>
TOTAL	<u>\$ 381,769</u>	<u>\$ 392,185</u>	<u>\$ 10,416</u>
# Students (PreK-12)	15	15	-
# Teachers	2.25	2.25	-
# Classified	0.775	0.775	-
# Administrators	0	0	-
Pupil/Teacher Ratio	6.67	6.67	-
Average Per Pupil Expenditure	\$ 25,451	\$ 26,146	\$ 694

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 621 Howard Valentine

Howard Valentine Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET	
<u>Regular Instruction</u>					
100.621.100	315	Cert-Teacher	2.0 FTE	\$ 128,847	\$ 134,628
100.621.100	323	Non Cert-Teacher		12,443	12,443
100.621.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		35,230	44,256
100.621.100	365	TRS On Behalf		16,700	21,581
100.621.100	420	Staff Travel		200	200
100.621.100	433	Communications		2,500	2,500
100.621.100	450	Supplies/Material/Media		4,375	4,375
100.621.100	490	Other Expenses (Dues & Fees)		250	250
Total	100	Regular Instruction		200,545	220,233
<u>Vocational Education</u>					
100.621.160	324	NonCert-Support Staff		8,808	-
100.621.160	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		3,016	-
100.621.160	450	Supplies/Material/Media	Speciality Classes	1,500	1,500
Total	160	Vocational Education		13,324	1,500
<u>Special Education</u>					
100.621.200	315	Cert-Teacher	.25 FTE Itinerant	19,655	19,655
100.621.200	323	NonCert-Aides	1.0 FTE	26,431	26,431
100.621.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		12,783	12,803
100.621.200	365	TRS On Behalf		2,547	3,151

Howard Valentine			FY 2024	FY 2025
Account Code	Description	Comments	REVISED FINAL BUDGET	2ND PROPOSED BUDGET
100.621.200	366 PERS On Behalf		819	1,258
100.621.200	450 Supplies/Material/Media		<u>300</u>	<u>300</u>
Total	200 Special Education		<u>62,535</u>	<u>63,598</u>
<u>School Administration</u>				
100.621.400.	316 Extra Duty - Lead Teacher		8,823	8,823
100.621.400.	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,381	1,380
100.621.400.	365 TRS On Behalf		<u>1,064</u>	<u>1,414</u>
Total	400 School Administration		<u>11,268</u>	<u>11,618</u>
<u>Operations & Maintenance</u>				
100.621.600	325 NonCert-Maint/Custodial	.32 FTE (Incl WFB)	13,900	14,167
100.621.600	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		3,374	3,388
100.621.600	366 PERS On Behalf		431	674
100.621.600	430 Snow Removal		-	-
100.621.600	431 Water & Sewer		500	500
100.621.600	432 Garbage		2,700	2,700
100.621.600	436 Electricity		22,000	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		9,000	9,000
100.621.600	453 Custodial Supplies		<u>1,200</u>	<u>1,200</u>
Total	600 Maintenance & Operations		<u>75,880</u>	<u>76,405</u>
<u>Student Activity</u>				
100.621.700	316 Cert-Extra Duty		4,000	4,000
100.621.700	329 Non-Cert-Support		-	-
100.621.700	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		360	360

Howard Valentine			FY 2024	FY 2025
Account Code	Description	Comments	REVISED FINAL BUDGET	2ND PROPOSED BUDGET
100.621.700	365 TRS On Behalf		518	641
100.621.700	420 Staff Travel		-	-
100.621.700	425 Student Travel		1,236	1,236
100.621.700	450 Supplies/Material/Media		<u>1,250</u>	<u>1,250</u>
Total	700 Student Activity		<u>7,364</u>	<u>7,487</u>
Total	100 School Operating Fund		<u>\$ 370,916</u>	<u>\$ 380,841</u>
Food Services Fund				
255.621.790	326 Food Service Staff	.20 FTE	9,410	9,741
255.621.790	360 Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,151	1,140
255.621.790	366 PERS On Behalf		292	464
255.621.790	459 Food	} Food and Milk is part of District wide budget	-	-
255.621.790	460 Milk		-	-
Total	255 Food Services Fund		<u>\$ 10,853</u>	<u>\$ 11,344</u>
Total	621 Howard Valentine		<u>\$ 381,769</u>	<u>\$ 392,185</u>



Barry C. Stewart Kasaan School

FY 2025 2ND PROPOSED BUDGET

Location 624

	<u>FY 2024 REVISED FINAL BUDGET</u>	<u>FY 2025 2ND PROPOSED BUDGET</u>	<u>CHANGE</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 229,874	\$ 240,795	\$ 10,921
Vocational Education	1,500	1,500	-
Special Education	55,519	58,136	2,617
School Administration	11,347	11,618	271
Maintenance & Operations	33,025	33,025	-
Student Activities	6,696	6,819	123
	<u> </u>	<u> </u>	<u> </u>
Fund Total	<u>\$ 337,961</u>	<u>\$ 351,892</u>	<u>\$ 13,931</u>
Fund 255: Food Service Fund	<u>\$ 12,924</u>	<u>\$ 12,961</u>	<u>37</u>
TOTAL	<u><u>\$ 350,885</u></u>	<u><u>\$ 364,853</u></u>	<u><u>\$ 13,968</u></u>
# Students (PreK-12)	20.25	20.25	-
# Teachers	2.25	2.25	-
# Classified	1	1	-
# Administrators	0	0	-
Pupil/Teacher Ratio	9.00	9.00	-
Average Per Pupil Expenditure	\$ 17,328	\$ 18,017	\$ 690

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 624 Barry C Stewart Kasaan School

Barry C Stewart Kasaan Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
<u>Regular Instruction</u>				
100.624.100.. 315	Cert-Teacher	2.0 FTE	\$ 134,679	\$ 138,339
100.624.100.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		70,660	73,199
100.624.100.. 365	TRS On Behalf		17,454	22,176
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>5,031</u>	<u>5,031</u>
Total 100	Regular Instruction		<u>229,874</u>	<u>240,795</u>
<u>Vocational Education</u>				
100.624.160.. 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
Total 160	Vocational Education		<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>				
100.624.200.. 315	Cert-Teacher	0.25 FTE Itinerant	13,452	14,415
100.624.200.. 323	NonCert-Aides	.15 FTE	14,091	14,583
100.624.200.. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		25,496	25,833
100.624.200.. 365	TRS On Behalf		1,743	2,311
100.624.200.. 366	PERS On Behalf		437	694
100.624.200.. 450	Supplies/Material/Media		<u>300</u>	<u>300</u>

Barry C Steward Kasaan			FY 2024	FY 2025
Account Code	Description	Comments	REVISED FINAL BUDGET	2ND PROPOSED BUDGET
Total 200	Special Education		55,519	58,136
School Administration				
100.624.400..	316	Extra Duty - Lead Teacher	8,823	8,823
100.624.400..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,380	1,380
100.624.400..	365	TRS On Behalf	1,144	1,414
Total 400	School Administration		11,347	11,618
Operations & Maintenance				
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	1,100	1,100
100.624.600..	436	Electricity	7,000	7,000
100.624.600..	437	Natural/Bottled Gas	800	800
100.624.600..	438	Gas, Diesel, Oil	5,500	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
Total 600	Maintenance & Operations		33,025	33,025
Student Activity				
100.624.700..	316	Cert-Extra Duty	4,000	4,000
100.624.700..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	225	225
100.624.700..	365	TRS On Behalf	518	641
100.624.700..	420	Staff Travel	-	-
100.624.700..	425	Student Travel	1,953	1,953
Total 700	Student Activity		6,696	6,819
Total 100	School Operating Fund		\$ 337,961	\$351,892

Barry C Steward Kasaan Account Code			Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Food Services Fund						
255.624.790..	326	Food Service Staff		.20 FTE	9,410	9,741
255.624.790..	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)			3,222	2,757
255.624.790..	366	PERS On Behalf			292	464
255.624.790..	459	Food	}	Food and Milk is part of District wide budget	-	-
255.624.790..	460	Milk			-	-
Total	255	Food Services Fund			\$ 12,924	\$ 12,961
Total	624	Kasaan			\$ 350,885	\$364,853



Naukati Wildcats

FY 2025 2ND PROPOSED BUDGET

Location 625

	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET	Change
Fund 100: School Operating			
Function: Regular Instruction	\$ 209,187	\$ 193,768	\$ (15,419)
Vocational Education	1,500	1,500	-
Special Education	89,611	91,215	1,604
School Administration	13,139	13,452	313
Maintenance & Operations	71,171	71,736	565
Student Activities	6,718	6,841	123
Fund Total	<u>\$ 391,326</u>	<u>\$ 378,513</u>	<u>\$ (12,813)</u>
Fund 205: Pupil Transportation Fund	<u>\$ 4,594</u>	<u>\$ 4,589</u>	<u>\$ (5)</u>
Fund 255: Food Service Fund	<u>\$ 12,545</u>	<u>\$ 12,954</u>	<u>\$ 409</u>
TOTAL	<u>\$ 408,465</u>	<u>\$ 396,055</u>	<u>\$ (12,410)</u>
# Students (PreK-12)	20	21	1
# Teachers	2.25	2.25	-
# Classified	2	2	-
# Administrators	0	0	-
Pupil/Teacher Ratio	8.89	9.33	0
Average Per Pupil Expenditure	\$ 20,423	\$ 18,860	\$ (1,563)

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 625 Naukati

Naukati

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
<u>Regular Instruction</u>				
100.625.100. 315	Cert-Teacher	1.75 FTE	\$ 135,103	125,988
100.625.100. 323	NonCert-Aides		-	-
100.625.100. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		49,325	40,210
100.625.100. 365	TRS On Behalf		17,509	20,196
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		5,000	5,125
Total 100	Regular Instruction		209,187	193,768
<u>Vocational Education</u>				
100.625.160. 450	Supplies/Material/Media	Speciality Classes	1,500	1,500
Total 160	Vocational Education		1,500	1,500
<u>Special Education</u>				
100.625.200. 315	Cert-Teacher	0.5 FTE Itinerant	39,309	39,309
100.625.200. 323	NonCert-Aides	.54 FTE	18,741	19,397
100.625.200. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		25,511	24,910
100.625.200. 365	TRS On Behalf		5,094	6,301
100.625.200. 366	PERS On Behalf		581	923

Naukati

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
100.625.200. 450	Supplies/Material/Media		375	375
Total 200	Special Education		89,611	91,215
<u>School Administration</u>				
100.625.400. 316	Extra Duty - Lead Teacher		10,217	10,217
100.625.400. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,598	1,598
100.625.400. 365	TRS On Behalf		1,324	1,638
Total 400	School Administration		13,139	13,452
<u>Operations & Maintenance</u>				
100.625.600. 325	NonCert-Maint/Custodial	.20 FTE + WFB	19,948	20,195
100.625.600. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,442	2,417
100.625.600. 366	PERS On Behalf		618	961
100.625.600. 430	Snow Removal		-	-
100.625.600. 432	Garbage		1,200	1,200
100.625.600. 436	Electricity		15,000	15,000
100.625.600. 437	Natural/Bottled Gas		400	400
100.625.600. 438	Gas, Diesel, Heating Oil		10,000	10,000
100.625.600. 439	Other Energy		6,000	6,000
100.625.600. 440	Other Purchased Services		6,000	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
Total 600	Operations & Maintenance		71,171	71,736
<u>Student Activity</u>				
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		518	641
100.625.700. 420	Staff Travel		-	-
100.625.700. 425	Student Travel		1,400	1,400

Naukati

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Total 700	Student Activity		<u>6,718</u>	<u>6,841</u>
Total 100	School Operating Fund		<u>\$ 391,326</u>	<u>\$ 378,513</u>
<u>Pupil Transportation Fund</u>				
205.625.760. 327	NonCert-Support Staff	.10 FTE	2,305	2,305
205.625.760. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		789	783
205.625.760. 458	Vehicle Gas, Diesel, & Oil		<u>1,500</u>	<u>1,500</u>
Total 760	Pupil Transportation		<u>\$ 4,594</u>	<u>\$ 4,589</u>
<u>Food Services Fund</u>				
255.625.790. 326	Food Service Staff	.20 FTE	11,176	11,569
255.625.790. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,369	1,385
255.625.790. 459	Food	} Food and Milk is part of District wide budget	-	-
255.625.790. 460	Milk		-	-
Total 255	Food Services Fund		<u>\$ 12,545</u>	<u>\$ 12,954</u>
Total 625	Naukati		<u>\$ 408,465</u>	<u>\$ 396,055</u>



Thorne Bay Wolverines

FY 2025 2ND PROPOSED BUDGET

Location 628

	<u>FY 2024 REVISED FINAL BUDGET</u>	<u>FY 2025 2ND PROPOSED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 389,480	\$ 448,811	\$ 59,331
Vocational Education	11,268	3,000	(8,268)
Special Education	211,857	217,015	5,158
Pupil Support	-	-	-
School Administration	63,182	98,792	35,610
School Administration Support	34,396	34,489	93
Maintenance & Operations	316,912	261,637	(55,275)
Student Activity	40,306	40,857	551
Fund Total	<u>\$ 1,067,401</u>	<u>\$ 1,104,600</u>	<u>\$ 37,199</u>
Fund 205: Student Transportation	<u>\$ 40,574</u>	<u>\$ 40,677</u>	<u>\$ 103</u>
Fund 255: Food Service Fund	<u>\$ 25,235</u>	<u>\$ 25,797</u>	<u>\$ 562</u>
TOTAL	<u>\$ 1,133,210</u>	<u>\$ 1,171,075</u>	<u>\$ 37,865</u>
# Students (PreK-12)	53.5	53.5	-
# Teachers	5	5	-
# Classified	5.53	5.53	-
# Administrators	1	1	-
Pupil/Teacher Ratio	10.70	10.70	-
Average Per Pupil Expenditure	\$ 21,181	\$ 21,889	\$ 708

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 628 Thorne Bay

Thorne Bay

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
<u>Regular Instruction</u>				
100.628.100. 315	Cert-Teacher	4.0 FTE	\$ 250,093	\$ 290,802
100.628.100. 316	Cert- Extra Duty		-	-
100.628.100. 323	Non Cert - Aides		-	-
100.628.100. 329	Substitutes/Temporaries		24,000	24,000
100.628.100. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		63,037	67,455
100.628.100. 365	TRS On Behalf		32,412	46,616
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>11,688</u>	<u>11,688</u>
Total	100 Regular Instruction		<u>389,480</u>	<u>448,811</u>
<u>Vocational Education</u>				
100.628.160. 315	Cert-Teacher	4.0 FTE	-	-
100.628.160. 324	Non Cert-Support		6,606	-
100.628.160. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		2,262	-
100.628.160. 365	TRS On Behalf		-	-
100.628.160. 410	Professional & Technical Services		-	-

Thorne Bay

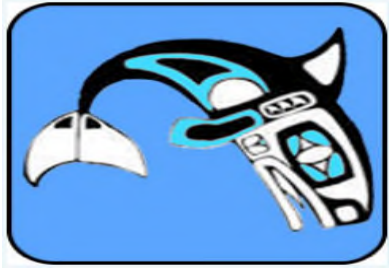
Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
100.628.160. 450	Supplies/Material/Media		2,400	3,000
Total 160	Vocational Education		11,268	3,000
Special Education				
100.628.200. 315	Cert-Teacher	.10 FTE	72,028	73,968
100.628.200. 316	Cert-Extra Duty		800	800
100.628.200. 323	NonCert-Aides	2.0 FTE	62,258	64,294
100.628.200. 329	Substitutes/Temporaries		5,000	5,000
100.628.200. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		59,506	57,036
100.628.200. 365	TRS On Behalf		9,335	11,857
100.628.200. 366	PERS On Behalf		1,930	3,060
100.628.200. 450	Supplies/Material/Media		1,000	1,000
Total 200	Special Education		211,857	217,015
Instruction - Pupil Support				
100.628.350. 366	PERS On Behalf		-	-
Total 350	Instruction - Pupil Support		-	-
School Administration				
100.628.400. 313	Cert - Principal	.50 FTE	37,616	57,270
100.628.400. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		16,816	28,467
100.628.400. 365	TRS On Behalf		4,875	9,180
100.628.400. 420	Staff Travel		2,000	2,000
100.628.400. 450	Supplies, Materials, & Media		1,875	1,875
Total 400	School Administration		63,182	98,792
School Administration Support				
100.628.450. 324	NonCert-Support Staff	.5 FTE	23,133	23,947
100.628.450. 329	Substitutes/Temporaries		2,000	2,000
100.628.450. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		7,921	6,777

Thorne Bay

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
100.628.450. 366	PERS On Behalf		717	1,140
100.628.450. 420	Staff Travel		-	-
100.628.450. 450	Supplies, Materials, & Media		625	625
Total 450	School Administration Support		34,396	34,489
<u>Maintenance & Operations</u>				
100.628.600. 325	NonCert-Maint/Custodial	1.20 FTE	48,591	56,925
100.628.600. 329	Substitutes/Temporaries		15,000	15,000
100.628.600. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		80,159	15,347
100.628.600. 366	PERS On Behalf		1,506	2,710
100.628.600. 431	Water & Sewage		6,000	6,000
100.628.600. 432	Garbage		5,000	5,000
100.628.600. 436	Electricity		69,000	69,000
100.628.600. 437	Natural/Bottled Gas		1,500	1,500
100.628.600. 438	Gas, Diesel, Heating Oil		45,000	45,000
100.628.600. 439	Other Energy		4,000	4,000
100.628.600. 440	Other Purchased Services		17,000	17,000
100.628.600. 452	Maintenance Supplies		18,656	18,656
100.628.600. 453	Custodial Supplies		5,500	5,500
Total 600	Operations & Maintenance		316,912	261,637
<u>Student Activity</u>				
100.628.700. 316	Cert-Extra Duty Pay	Coaching Stipends	18,000	18,000
100.628.700. 325	Bus Drivers		5,000	5,000
100.628.700. 329	Substitutes/Temporaries	Referees/Scorekeepers	250	250
100.628.700. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		4,202	4,200
100.628.700. 365	TRS On Behalf		2,334	2,885
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

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED BUDGET
Total 700	Student Activity		40,306	40,857
Total 100	School Operating Fund		\$ 1,067,401	\$ 1,104,600
<u>Student Transportation</u>				
205.628.760. 325	Maintenance	.43 FTE	24,373	25,235
205.628.760. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		8,345	7,141
205.628.760. 366	PERS On Behalf		756	1,201
205.628.760. 440	Other Purchased Service	In Lieu of Transp.	1,100	1,100
205.628.760. 452	Maintenance Supplies		<u>6,000</u>	<u>6,000</u>
Total 205	Student Transportation		\$ 40,574	\$ 40,677
<u>Food Services Fund</u>				
255.628.790. 326	Food Service Staff	2 (1 @ 29hrs/1@19hrs)	18,374	19,388
255.628.790. 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		6,291	5,487
255.628.790. 366	PERS On Behalf		570	923
255.628.790. 459	Food	} Food and Milk is part of District wide budget	-	-
255.628.790. 460	Milk		-	-
Total 255	Food Services Fund		\$ 25,235	\$ 25,797
Total 628	Thorne Bay		\$ 1,133,210	\$ 1,171,075



Whale Pass

FY 2025 2ND PROPOSED BUDGET

Location 632

	<u>FY 2024 REVISED FINAL BUDGET</u>	<u>FY 2025 2ND PROPOSED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 145,997	\$ 151,464	\$ 5,467
Vocational Education	1,500	1,500	-
Special Education	73,260	73,171	(89)
School Administration	8,958	9,172	214
Operations & Maintenance	35,792	37,629	1,837
Student Activities	6,451	6,451	0
Fund Total	<u>\$ 271,958</u>	<u>\$ 279,388</u>	<u>\$ 7,430</u>
Fund 255: Food Service Fund	<u>\$ 10,962</u>	<u>\$ 11,222</u>	<u>260</u>
 TOTAL	 <u><u>\$ 282,920</u></u>	 <u><u>\$ 290,609</u></u>	 <u><u>\$ 7,689</u></u>
 # Students (PreK-12)	 11	 11	 -
# Teachers	1	1.25	0
# Classified	1.41	1.41	-
# Administrators	0	0	-
Pupil/Teacher Ratio	11.00	8.80	(2)
Average Per Pupil Expenditure	\$ 25,720	\$ 26,419	\$ 699

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 632 Whale Pass

Whale Pass

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED
<u>Regular Instruction</u>				
100.632.100	315	Cert-Teacher	1.0 FTE	\$ 68,978
100.632.100	323	NonCert-Aides		\$ 68,978
100.632.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		18,741
100.632.100	365	TRS On Behalf		21,500
100.632.100	420	Staff Travel		42,813
100.632.100	425	Student Travel		8,940
100.632.100	433	Communications		11,057
100.632.100	450	Supplies/Material/Media		100
				250
				2,300
				3,875
			<u>3,875</u>	<u>3,875</u>
Total	100	Regular Instruction	<u>145,997</u>	<u>151,464</u>
<u>Vocational Education</u>				
100.632.160	450	Supplies/Material/Media	Speciality Classes	1,500
				<u>1,500</u>
Total	160	Vocational Education	<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>				
100.632.200	315	Cert-Teacher	.25 FTE Itinerant	19,655
100.632.200	323	Non-Cert - Aides	1.0 FTE	19,655
100.632.200	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		30,006
100.632.200	365	TRS On Behalf		19,822
100.632.200	366	PERS On Behalf		18,293
100.632.200	450	Supplies/Material/Media		2,547
				3,151
				930
				1,444
				<u>300</u>
				<u>300</u>
Total	200	Special Education	<u>73,260</u>	<u>73,171</u>

Whale Pass

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED
<u>School Administration</u>				
100.632.400.	316	Extra Duty - Lead Teacher	6,966	6,966
100.632.400.	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,089	1,089
100.632.400.	365	TRS On Behalf	<u>903</u>	<u>1,117</u>
			<u>8,958</u>	<u>9,172</u>
<u>Operations & Maintenance</u>				
100.632.600	325	NonCert-Maint/Custodial .16 FTE	7,343	7,600
100.632.600	329	Substitutes/Temporaries	3,000	3,000
100.632.600	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	899	479
100.632.600	431	Water & Sewer	300	300
100.632.600	436	Electricity	5,250	5,250
100.632.600	438	Gas, Diesel, Oil	2,000	2,000
100.632.600	439	Other Energy	3,000	5,000
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	<u>2,500</u>	<u>2,500</u>
Total	600	Maintenance & Operations	<u>35,792</u>	<u>37,629</u>
<u>Student Activities</u>				
100.632.700	316	Extra Duty Pay	4,000	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	<u>1,951</u>	<u>1,951</u>
Total	700	Student Activities	<u>6,451</u>	<u>6,451</u>
Total	100	School Operating Fund	<u>271,958</u>	<u>279,388</u>
<u>Food Services Fund</u>				
255.632.790	326	Food Service Staff .20 FTE	8,166	8,746
255.632.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	2,796	2,475

Whale Pass

Account Code	Description	Comments	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED
255.632.790	459	Food	-	-
255.632.790	460	Milk	-	-
Total	255	Food Services Fund	\$ 10,962	\$ 11,222
Total	632	Whale Pass	\$ 282,920	\$ 290,609



Hollis Hawks

FY 2025 2ND PROPOSED BUDGET

Location 667

	<u>FY 2024 REVISED FINAL BUDGET</u>	<u>FY 2025 2ND PROPOSED BUDGET</u>	<u>Change</u>
Fund 100: School Operating			
Function: Regular Instruction	\$ 314,021	\$ 322,523	\$ 8,502
Vocational Education	1,500	1,500	-
Special Education	76,893	81,933	5,040
School Administration	11,347	11,618	271
Maintenance & Operations	54,977	54,730	(247)
Student Activities	<u>8,947</u>	<u>9,070</u>	<u>123</u>
Fund Total	<u>\$ 467,685</u>	<u>\$ 481,373</u>	<u>\$ 13,688</u>
Fund 205: Student Transportation Fund	<u>\$ 47,225</u>	<u>\$ 47,291</u>	<u>\$ 66</u>
Fund 255: Food Service Fund	<u>\$ 12,227</u>	<u>\$ 12,181</u>	<u>\$ (46)</u>
TOTAL	<u>\$ 527,137</u>	<u>\$ 540,846</u>	<u>\$ 13,709</u>
# Students (PreK-12)	13.45	13.45	-
# Teachers	2.5	2.5	-
# Classified	2.75	2.75	-
# Administrators	0	0	-
Pupil/Teacher Ratio	5.38	5.38	-
Average Per Pupil Expenditure	\$ 39,192	\$ 40,212	\$ 1,019

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 667 Hollis

Hollis			FY 2024	FY 2025 2ND
Account Code	Description	Comments	REVISED	PROPOSED
			<u>FINAL</u>	<u>BUDGET</u>
<u>Regular Instruction</u>				
100.667.100	315	Cert-Teacher	2.0 FTE	\$ 180,945
100.667.100	323	NonCert-Aides	.	-
100.667.100	329	Substitutes/Temporaries	2,000	2,000
100.667.100	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	102,345	105,291
100.667.100	365	TRS On Behalf	23,450	29,006
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	<u>4,181</u>	<u>4,181</u>
Total	100	Regular Instruction	<u>314,021</u>	<u>322,523</u>
<u>Vocational Education</u>				
100.667.160	450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>
Total	160	Vocational Education	<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>				
100.667.200	315	Cert-Teacher	.5 FTE (Itinerant)	26,804
100.667.200	323	NonCert-Aides	.65 FTE	19,849
100.667.200	329	Substitutes/Temporaries	4,000	4,000

Hollis

Account Code	Description	Comments	FY 2024 REVISED FINAL	FY 2025 2ND PROPOSED BUDGET
100.667.200 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		21,601	23,336
100.667.200 365	TRS On Behalf		3,474	4,528
100.667.200 366	PERS On Behalf		615	978
100.667.200 450	Supplies/Material/Media		550	300
Total 200	Special Education		76,893	81,933
<u>School Administration</u>				
100.667.400 316	Extra Duty - Lead Teacher		8,823	8,823
100.667.400 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,380	1,380
100.667.400 365	TRS On Behalf		1,144	1,414
Total 400	School Administration		11,347	11,618
<u>Operations & Maintenance</u>				
100.667.600 325	NonCert-Maint/Custodial	.50 FTE + WFB	11,833	12,069
100.667.600 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,450	760
100.667.600 366	PERS On Behalf		367	574
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)	15,000	15,000
100.667.600 437	Natural/Bottled Gas		250	250
100.667.600 438	Gas, Diesel, Heating Oil		11,227	11,227
100.667.600 439	Other Energy		1,500	1,500
100.667.600 440	Other Purchased Services		4,200	4,200
100.667.600 452	Maintenance Supplies		3,500	3,500
100.667.600 453	Custodial Supplies		1,250	1,250
Total 600	Operations & Maintenance		54,977	54,730
<u>Student Activity</u>				
100.667.700 316	Cert-Extra Duty Pay		4,000	4,000
100.667.700 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		500	500

Hollis

Account Code	Description	Comments	FY 2024 REVISED FINAL	FY 2025 2ND PROPOSED BUDGET
100.667.700	365	TRS On Behalf	518	641
100.667.700	366	PERS On Behalf	-	-
100.667.700	420	Staff Travel	625	625
100.667.700	425	Student Travel	3,304	3,304
Total	700	Student Activity	8,947	9,070
Total	100	School Operating Fund	\$ 467,685	\$ 481,373
<u>Student Transportation</u>				
205.667.760	327	Bus Drivers .80 FTE	27,832	28,778
205.667.760	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	9,530	8,144
205.667.760	366	PERS On Behalf	863	1,370
205.667.760	458	Gasoline & Oil	9,000	9,000
Total	205	Student Transportation	\$ 47,225	\$ 47,291
<u>Food Services Fund</u>				
255.667.790	326	Food Service Staff .20 FTE	10,601	10,968
255.667.790	360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)	1,298	691
255.667.790	366	PERS On Behalf	328	522
255.667.790	459	Food	-	-
255.667.790	460	Milk	-	-
		} Food and Milk is part of District wide budget		
Total	255	Food Services Fund	\$ 12,227	\$ 12,181
Total	667	Hollis	\$ 527,137	\$ 540,846



Port Alexander Eagles

FY 2025 2ND PROPOSED BUDGET

Location 669

	FY 2024 REVISED FINAL BUDGET	FY 2025 2ND PROPOSED	<u>Change</u>
Fund 100: School Operating			
Function: 100 Regular Instruction	\$ 161,773	\$ 186,656	\$ 24,883
Vocational Education	1,500	1,500	-
200 Special Education	22,607	25,536	2,929
400 School Administration	11,347	11,618	271
600 Maintenance & Operations	53,015	52,962	(53)
700 Student Activities	5,750	5,750	-
Fund Total	\$ 255,992	\$ 284,022	28,030
Fund 255: Food Service Fund	\$ 1,142	\$ 1,193	\$ 51
TOTAL	\$ 257,134	\$ 285,215	\$ 28,081
# Students (PreK-12)	19.8	19.8	-
# Teachers	1.375	1.375	-
# Classified	0.45	0.45	-
# Administrators	0	0	-
Pupil/Teacher Ratio	14.40	14.40	-
Average Per Pupil Expenditure	\$ 12,987	\$ 14,405	\$ 1,418

Southeast Island School District

FY 2025 2ND PROPOSED BUDGET

Location 669 Port Alexander

Port Alexander

Account Code	Description	Comments	FY 2024 REVISED FINAL	FY 2025 2ND PROPOSED
<u>Regular Instruction</u>				
100.669.100 315	Cert-Teacher	1.125 FTE	\$ 77,349	\$ 77,859
100.669.100 316	Cert-Extra Duty	AATTSA Coord	3,193	30,000
100.669.100 323	NonCert-Aides	AAATSA	6,110	-
100.669.100 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		49,577	50,796
100.669.100 365	TRS On Behalf		10,024	12,481
100.669.100 420	Staff Travel		-	-
100.669.100 425	Student Travel	(Academy Student Travel - Quality Schools)	8,500	8,500
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>4,975</u>	<u>4,975</u>
Total 100 Regular Instruction			<u>161,773</u>	<u>186,656</u>
<u>Vocational Education</u>				
100.669.160 450	Supplies/Material/Media	Speciality Classes	<u>1,500</u>	<u>1,500</u>
Total 160 Vocational Education			<u>1,500</u>	<u>1,500</u>
<u>Special Education</u>				
100.669.200 315	Cert-Teacher	.25 FTE Itinerant	13,452	14,415
100.669.200 323	NonCert-Aides		-	-
100.669.200 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		7,412	8,810
100.669.200 365	TRS On Behalf		1,743	2,311
100.669.200 450	Supplies/Material/Media		<u>-</u>	<u>-</u>

Port Alexander

Account Code	Description	Comments	FY 2024 REVISED FINAL	FY 2025 2ND PROPOSED
Total 200	Special Education		<u>22,607</u>	<u>25,536</u>
<u>School Administration</u>				
100.669.400 316	Extra Duty - Lead Teacher		8,823	8,823
100.669.400 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,380	1,380
100.669.400 365	TRS On Behalf		<u>1,144</u>	<u>1,414</u>
Total 400	School Administration		<u>11,347</u>	<u>11,618</u>
<u>Operations & Maintenance</u>				
100.669.600 325	NonCert-Maint/Custodial	.30 FTE	14,036	14,530
100.669.600 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		1,718	915
100.669.600 366	PERS On Behalf		436	692
100.669.600 431	Water & Sewage		100	100
100.669.600 432	Garbage		400	400
100.669.600 437	Natural/Bottled Gas		200	200
100.669.600 438	Gas, Diesel, Heating Oil		27,500	27,500
100.669.600 440	Other Purchased Services		500	500
100.669.600 452	Maintenance Supplies		6,875	6,875
100.669.600 453	Custodial Supplies		<u>1,250</u>	<u>1,250</u>
Total 600	Maintenance & Operations		<u>53,015</u>	<u>52,962</u>
<u>Student Activity</u>				
100.667.700 316	Cert-Extra Duty Pay		4,000	4,000
100.667.700 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		500	500
100.669.700 420	Staff Travel		-	-
100.669.700 425	Student Travel		<u>1,250</u>	<u>1,250</u>
Total 700	Student Activity		<u>5,750</u>	<u>5,750</u>
Total 100	School Operating Fund		<u>\$ 255,992</u>	<u>\$ 284,022</u>

Port Alexander

Account Code	Description	Comments	FY 2024 REVISED FINAL	FY 2025 2ND PROPOSED
<u>Food Services Fund</u>				
255.669.790 326	Food Service Staff	.20 FTE	1,018	1,122
255.669.790 360	Benefits: (Health, SS, Med, Unem, WC, TRS-PERS)		124	71
255.669.790 366	PERS On Behalf		-	-
255.669.790 459	Food	Food and Milk is part of District wide budget	-	-
255.669.790 460	Milk		-	-
Total 255	Food Services Fund		<u>1,142</u>	<u>1,193</u>
Total 669	Port Alexander		<u>\$ 257,134</u>	<u>\$ 285,215</u>

Proposed School Calendar 2024-2025

Due Date: July 1, 2024

District Name: SOUTHEAST ISLAND SCHOOL DISTRICT														School: ALL SCHOOLS														
Approved By:														Title: Proposed Calendar: Option A														
Jul-24							Aug-24							Sep-24							Oct-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	
				H											H				W				M	M	W			
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	I	21	13	14	15	16	17	18	19	
							LT+	I	I	W	W							I					E	W				
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
							O				W													W				
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31			
# of Inservice Days:							# of Inservice Days: 2							# of Inservice Days: 1							# of Inservice Days: 0							
# of Student Days:							# of Student Days: 8							# of Student Days: 16							# of Student Days: 19							
# of Teacher Days:							# of Teacher Days: 13							# of Teacher Days: 18							# of Teacher Days: 22							
Nov-24							Dec-24							Jan-25							Feb-25							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	1	2	3	4	5	6	7				1	2	3	4							1	
					I							W					H	V	V									
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
												W						E	W									
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
					W														W							W		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
							V	V	H	V	V												M	M				
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28			
	V	V	V	H	H		V	V											I							W		
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 0							
# of Student Days: 12							# of Student Days: 12							# of Student Days: 16							# of Student Days: 16							
# of Teacher Days: 14							# of Teacher Days: 14							# of Teacher Days: 19							# of Teacher Days: 18							
Mar-25							Apr-25							May-25							Jun-25							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
												W							I									
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
					W																							
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
					E							W							W									
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
	V	V	V	V	V																							
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30						
					I										H			C	W	LT								
30	31																											
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 0							
# of Student Days: 13							# of Student Days: 18							# of Student Days: 16							# of Student Days: 0							
# of Teacher Days: 15							# of Teacher Days: 20							# of Teacher Days: 19							# of Teacher Days: 0							

LEGEND	
C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
M	Parent-Teacher Conf Meeting reqts
N	Parent-Teacher Conf Not meeting reqts
O	School Opens
S	Saturday School
T	Testing
V	Vacation Day
W	Teacher Workday
X	Emergency Closure Day
LT	Lead Teacher Day
+	New Teacher & SpEd Inservice
-	In-session day

1. Students must have at least 146 school days
2. Teachers must have at least 172 working days (student days + inservice days + work days)

School Holidays	
Independence day	7/4/24
Labor Day	9/2/24
Thanksgiving and the day after	11/28/24 and 11/29/24
Christmas	12/25/24
New Years	1/1/25
Memorial day	5/26/25
If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday. If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.	

Month	Student	Work	Inservice	Holiday	Total	Days per Quarter
August	8	3	2	0	13	
September	16	1	1	1	19	
October	19	3	0	0	22	35
November	12	1	1	2	16	
December	12	2	0	1	15	
January	16	2	1	1	20	36
February	16	2	0	0	18	
March	13	1	1	0	15	
April	18	2	0	0	20	36
May	16	2	1	1	20	
June	0	0	0	0	0	39
Totals	146	19	7	6	178	

Total Student Days: 146
Total Teacher Working Days: 172

Proposed School Calendar 2024-2025

Due Date: July 1, 2024E

District Name: SOUTHEAST ISLAND SCHOOL DISTRICT														School: ALL SCHOOLS													
Approved By:														Title: 2nd Proposed Calendar: Option B													

Jul-24							Aug-24							Sep-24							Oct-24								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
	1	2	3	4	5	6						1	2	3	1	2	3	4	5	6	7				1	2	3	4	5
				H											H				W					M	M				
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12		
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	I	21	13	14	15	16	17	18	19		
										NI	SI	LT						I								W			
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26		
							I	I	W	W	W							W						E	W				
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31				
							O																						
# of Inservice Days:							# of Inservice Days: 2							# of Inservice Days: 1							# of Inservice Days: 0								
# of Student Days:							# of Student Days: 4							# of Student Days: 16							# of Student Days: 19								
# of Teacher Days:							# of Teacher Days: 9							# of Teacher Days: 19							# of Teacher Days: 21								

Nov-24							Dec-24							Jan-25							Feb-25								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	1	2	3	4	5	6	7						1	2	3	4							1
												W							H	V	V								
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8		
					I						W							W											
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15		
					W					V	V							W							W				
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22		
							V	V	H	V	V							E					M	M					
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28				
	V	V	V	H	H		V	V											I							W			
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 0								
# of Student Days: 12							# of Student Days: 11							# of Student Days: 16							# of Student Days: 16								
# of Teacher Days: 14							# of Teacher Days: 13							# of Teacher Days: 19							# of Teacher Days: 18								

Mar-25							Apr-25							May-25							Jun-25											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
						1						1	2	3	4	5							1	2	3	1	2	3	4	5	6	7
												E	W							I									C	W		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14					
					I																		LT									
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21					
											W							W														
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28					
	V	V	V	V	V																											
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30										
					W										H																	
30	31																															
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 0											
# of Student Days: 13							# of Student Days: 18							# of Student Days: 16							# of Student Days: 5											
# of Teacher Days: 15							# of Teacher Days: 20							# of Teacher Days: 18							# of Teacher Days: 6											

LEGEND	
C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
M	Parent-Teacher Conf Meeting reqts
N	Parent-Teacher Conf Not meeting reqts
O	School Opens
S	Saturday School
T	Testing
V	Vacation Day
W	Teacher Workday
X	Emergency Closure Day
LT	Lead Teacher Day
NI	New Teacher Inservice
SI	SpEd Inservice
	In-session day

- Students must have at least 146 school days
- Teachers must have at least 172 working days (student days + inservice days + work days)

School Holidays	
Independence day	7/4/24
Labor Day	9/2/24
Thanksgiving and the day after	11/28/24 and 11/29/24
Christmas	12/25/24
New Years	1/1/25
Memorial day	5/26/25
If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.	
If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.	

Month	Student	Work	Inservice	Holiday	Total	Days per Quarter
August	4	3	2	0	9	
September	16	2	1	1	20	
October	19	2	0	0	21	35
November	12	1	1	2	16	
December	11	2	0	1	14	
January	16	2	1	1	20	39
February	16	2	0	0	18	
March	13	1	1	0	15	
April	18	2	0	0	20	36
May	16	1	1	1	19	
June	5	1	0	0	6	36
Totals	146	19	7	6	178	

Total Student Days: 146
Total Teacher Working Days: 172

BP 3270 Sale and Disposal of Books, Equipment and Supplies (Personal Property)

The School Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district. [Inoperable items remaining after a sale may be disposed of properly.](#)

The Superintendent or designee shall identify to the School Board all inventoried personal property not needed by the district, together with the estimated value and recommended disposition. With School Board approval, the Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with state and federal law.

[Surplus equipment \\$5000 or greater, purchased with Federal Funds must comply with Uniform Administrative Requirements - 2 CFR 200.313.](#)

Disposal of items with an estimated value of less than \$5,000 will be left to the discretion of the Superintendent or designee.

(cf. 3440 -- Inventories)

Reviewed 3/1/17

Revised 4/20/2022

Adoption Date: 04/09/98

Southeast Island School District

BP 3311 Bids

The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the district to do so. The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

~~To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.~~

Purchases Made Under Federal OMB Funding Awards

All bids under Federal awards must be made in accordance with the standards set forth in [2 CFR 200.320, set forth below](#). One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than \$3,000 (\$2,000 for purchases subject to the Davis-Bacon Act)
 - a. No competitive quotes required
 - b. Purchases should be spread among qualified suppliers
2. Small Purchases: Between \$3,000 and \$150,000
 - a. Rate quotes must be obtained from an adequate number of qualified sources
 - b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than \$150,000
 - a. Two or more qualified bidders are required
 - b. Bids must be publicly advertised and solicited from adequate suppliers
 - c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract
4. Competitive Proposals: Purchases more than \$150,000
 - a. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient
5. Sole Source: Purchases of any amount that meet one of the following four requirements
 - a. Good/service is only available from a single source
 - b. Only one source can provide the good/service in the time frame required
 - c. Written pre-approval from the Federal awarding agency
 - d. Competition is deemed inadequate, after solicitation attempts through one of the other methods

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.

Minority Bidding

When procuring contracts under federal awards set forth in [2 CFR 200.320](#), the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

~~Other Purchases~~

~~The Superintendent or designee shall establish procedures to insure that verbal quotes are obtained for purchases between \$500 and \$2,000, that informal written quotes from at least three (3) vendors are obtained for purchases between \$2,000 and \$50,000, and that formal advertised bids are solicited for purchases over \$50,000.~~

Exemptions ~~Exemption from Formal Competitive Procedures and Reporting~~

The following items are exempted from formal purchasing procedures:

~~Even when the estimated amount of equipment, supplies, and services is fifty thousand dollars (\$50,000) and above, formal competitive procedure requirements in Board Policy need not be followed in conjunction with the acquisition of the following:~~

1. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or
2. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or
3. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or
4. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or

5. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or
 6. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or
 7. Purchases involving replacement of equipment where similar equipment is being traded in; or
 8. Purchases involving items regulated by Fair Trade Statutes; or
 9. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or
 10. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.
 11. Proprietary (sole-source) items or services or items that are only available from a single source.
- ~~1. Books, films, periodicals, and other educational materials;~~
 - ~~2. Proprietary (sole source) items for which no competition exists;~~
 - ~~3. Weekly and monthly food service requirements relative to perishables, emergency requirements, and the requests which cannot reasonably be obtained on a timely basis through the formal competitive procedures;~~
 - ~~4. Goods or services available from local vendors on State of Alaska or Federal GSA contracts;~~
 - ~~5. Professional services (such as property and casualty insurance) purchased jointly with the State of Alaska or Federal GSA;~~
 - ~~6. Goods or services purchased for and to be reimbursed by student/parent teacher organizations;~~
 - ~~7. Items traded in on like items;~~
 - ~~8. Professional or consultant services (such as legal, negotiations, or educational services) not including architectural/engineering design services;~~
 - ~~9. Goods or services purchased for replacement of losses covered by the District's property, casualty, or other insurance.~~

E-Rate Purchases

~~Purchases made pursuant to the E-Rate program, which is governed by the Federal Communications Commission, shall be made on a competitive basis subject to the provisions of this paragraph. Such purchases are not subject to any provisions in the school district purchasing policies or regulations that may be inconsistent with the E-Rate purchasing provisions.~~

~~The Superintendent is designated to oversee the E-Rate application process in order to ensure that it is accurate and that the equipment and services to be purchased are eligible for E-Rate funding. Said individual shall devise an open, fair, competitive bidding process, separate and apart from other District procurement policies, that meets all~~

~~rules of the E-Rate program. This process shall be overseen by, and subject to the approval of, the Superintendent for the District.~~

When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

(e. 3310 — Purchasing Procedures, Procurement)

Legal Reference:

ALASKA STATUTES

[14.14.060](#) *Relationship between borough school district and borough*

[14.14.060\(h\)](#) *Procurement of supplies and equipment*

[14.14.065](#) *Relationship between city school district and city*

[14.03.085](#) *Procurement preference for recycled Alaska products*

[29.71.050](#) *Procurement preferences for recycled Alaska products*

[35.15](#) *Construction Procedures*

[36.15.020](#) *Use of local agricultural and fisheries products required in purchases with state money*

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) *Competitive pupil transportation proposals*

[4 AAC 31.080](#) *Construction and acquisition of public school facilities*

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#), *Procurement Standards*

[FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS](#), 851 P.2d 56 (AK~~Alaska~~ 1992)

Revised 9/93, 6/09, 3/1/17, 10/2017, 09/2018, 04/14/2021

Reviewed 4/07

Adoption Date: 04/09/98

Southeast Island School District

BP 3312 Contracts

The Superintendent or designee may enter into contracts on behalf of the district. All contracts over \$10,000 must be approved or ratified by the School Board.

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

[A contract for professional and technical services or other purchases services or any amendment to a professional and technical services or other purchased services contract may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment\(s\) to the contract has been verified in writing that there are sufficient funds for the term of the contract.](#)

[All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.](#)

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, ~~sex~~gender, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits ~~or~~ services to students or employees.

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

Legal Reference:

ALASKA STATUTES

[14.08.101](#) Powers

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) Competitive pupil transportation proposals

[4 AAC 27.100](#) Contractor's duties

[4 AAC 31.065](#) Selection of designers and construction managers

[4 AAC 31.080](#) Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#), Procurement Standards

Reviewed 3/1/17

Revised 10/2017, 4/14/2021

Adoption Date: 04/09/98

Southeast Island School District

BP 5124.1 Family Engagement

Note: This is not a required policy and may updated at the discretion of the Board.

The Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

The District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, the District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

Created 9/2023

Southeast Island School District

AR 5124.1 FAMILY ENGAGEMENT

Note: This is not a required administrative regulation and may be updated at the discretion of the Board.

The administration may train, support, and improve school and family partnership by integrating some of the following approaches:

Welcome and Inclusive Environment

1. Creating a welcoming and inclusive environment for parents, guardians, and families by providing clear and accessible information about school policies, programs, and activities;
2. supporting meaningful two-way communication between school and home that welcomes families into the school and learning environment;
3. hosting orientation events, open houses, and parent-teacher conferences to foster connections between parents, guardians, and families;
4. respecting and welcoming parents, guardians, and family members as partners in decisions affecting children and families, as well as visitors to the schools;
5. encouraging parents, guardians, and family members to be in the schools and help co-lead school-related activities;
6. encouraging school administrators to set expectations and create a climate conducive to parent, guardian, and family participation;

Communication and Collaboration

7. communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
8. establishing multiple channels of communication to facilitate regular and meaningful dialogue between parents, guardians, families, and school staff, including newsletters, emails, school websites, social media, and other appropriate platforms;
9. providing parents, guardians, and families with timely and relevant information about their child's academic progress, attendance, and behavior. Progress reports, report cards, and parent teacher conferences will be utilized to maintain ongoing communication;
10. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other family learning goals, individual instructional needs and student welfare issues;
11. providing opportunities for parents, guardians, and families to engage in decision making processes, such as through family surveys, focus groups, and participation in school improvement planning will be provided;
12. expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

Capacity Building

13. creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
14. promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
15. providing opportunities for parent, guardian, and family input in school programs and curriculum;
16. promoting the creation of authentic opportunities for families to support one another in school and with parenting that integrate the diverse knowledge, learning styles, and cultural backgrounds within the school community;
17. offering workshops, training sessions, and resources to support parents, guardians, and families in understanding the curriculum, effective parenting practices, and strategies to support their child's learning and well-being.
18. Collaborating with community organizations and agencies will be encouraged to provide additional support and resources for parents, guardians, and families, such as workshops on health and wellness, financial literacy, and college and career readiness.

School Staff Capacity

19. support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
20. supporting appropriate professional development opportunities that enable staff members to build stronger relationships and increase the effectiveness of school staff working on parent, guardian, and family involvement strategies;

Cultural Responsiveness

21. Striving to create an inclusive environment that celebrates and honors the cultural backgrounds, languages, and traditions of all families.
22. actively seeking input from parents, guardians, and families to inform culturally responsive teaching practices and curriculum development.
23. developing methods to accommodate and support parent, guardian, and family involvement for parents with special needs such as Special Education.
24. developing methods to accommodate and support parent, guardian, and family involvement for parents who are English Language Learners.
25. assessing the effectiveness of family and school partnership, including previously underserved parents, guardians, and families with special needs.

Monitoring and Evaluation

The effectiveness of this Family Engagement Policy will be periodically assessed and reviewed by the district. Feedback from parents, guardians, families, staff, and community members will be sought to identify areas of improvement and make necessary revisions to the policy.

Revised 9/2023

Southeast Island School District

BP 5131.9 Academic Honesty

Note: This optional policy may be revised or deleted as desired.

Academic honesty and ~~The School Board believes that~~ personal integrity are foundational components of a student's education in both the process of learning, and individual character development.

The Board expects that students will be truthful in ~~is basic to all~~ academic endeavors, and likewise, experience the requisite honor of proving their capabilities to solid achievement. ~~Students will reach their full potential only by being honest with themselves and~~ the world ~~with others.~~

The learning community of ~~The Board expects students to respect the educational purpose underlying all school activities. All~~ students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty.

~~need to prove to themselves that they can do successful work as a result of their own efforts.~~ The Board expects that students will not cheat, lie, ~~or~~ plagiarize, or commit other acts of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school sanctions.

The Board recognizes that the advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.

~~Each school shall provide an environment that encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.~~

(cf. 5144 - Discipline)

Revised 9/2023

Southeast Island School District

BP 5141.43 Uniform Investigations

The purpose of this policy is to provide guidance and procedures for conducting fair, thorough, and consistent investigations within the District. This policy is designed to ensure the safety, well-being, and rights of all students, staff, and stakeholders involved in the investigative process. It aims to foster a safe and inclusive learning environment where concerns and allegations are taken seriously, investigated promptly, and resolved appropriately.

By implementing the Administrative Regulation associated with this uniform investigation policy, the district is committed to maintaining a safe, respectful, and inclusive learning environment for all. Through fair and thorough investigations, we strive to address concerns, promote accountability, and protect the rights and well-being of our students and staff.

(cf. 5141.42 – Professional Boundaries of Staff with Students

(cf. 1312 – Public Complaints Concerning the Schools

(cf. 1312.3 – Public Complaints Concerning Discrimination

(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action

(cf. 4119.11 – All Personnel – Sexual Harassment

(cf. 4144/4244/4344 – Complaints

This policy is designed to supplement and reinforce the mandatory reporting requirements of [AS 47.17](#), the reporting requirements of [AS 14.33.210](#), and the concepts of Professional Boundaries of Staff with Students. This policy is not designed to replace or impact investigations conducted by the Professional Teaching Practices Commission pursuant to [AS 14.20](#).

The associated Administrative Regulation has been developed to assist school administrators when it is necessary to investigate complaints or allegations of misconduct against school staff, including volunteers. These investigations are referred to as administrative investigations.

Legal Reference:

ALASKA STATUTES

[AS 14.20](#) *Teacher and School Personnel*

[AS 40.25](#) *Public Record Disclosure*

[AS 47.17](#) *Child Protection*

[AS 14.33.210](#) *Reporting of Incidents of Harassment, Intimidation, or Bullying*

ALASKA ADMINISTRATIVE CODE

[4 AAC 12.210](#) *Reporting Instances of Prohibited Sexual Conduct*

[4 AAC 12.220](#) *Failure to Report Instances of Prohibited Sexual Conduct*

[20 AAC 10.020](#)(b)(4)(A) *Code of Ethics and Teaching Standards*

[20 AAC 10.020](#)(b)(4)(B) *Code of Ethics and Teaching Standards*

Created 9/2023

Southeast Island School District

AR 5141.43 Uniform Investigations

It is essential to select an investigator free from any personal, professional, or financial conflicts of interest. The investigator must have the skills, knowledge, experience, and time to conduct an appropriate investigation. The investigator should be objective, thorough, ethical, professional, and capable as a writer.

The goal of an administrative investigation is to gather all reasonably available information involving the complaint or allegation. The information gathered must be analyzed to determine whether the complaint or allegation is factual.

If an investigation of allegations is determined to be warranted, then the investigating school administrator must determine what laws, regulations, and/or policies apply to the allegations. It is critical for the investigating school administrator to consult with District legal counsel at this stage.

The result of an administrative investigation may be reduced to a comprehensive report of investigation which compiles all relevant statements and evidence obtained through the investigation.

School administrators need to be aware of employees' right to the presence of a union representative during investigatory meetings which could reasonably result in discipline of the employee. These are referred to as Weingarten rights. School administrators should refer to collective bargaining agreements for further details on employees' rights to representation during investigatory meetings.

1. Investigators must be impartial and have the ability to act independently. Investigators should also have the knowledge, skills, and experience to conduct an investigation.
2. An investigation should be conducted and completed in a timely manner, based upon the nature of the investigation.
3. An administrative investigation should be confidential and exempt from disclosure under the Public Records Act, [AS 40.25](#).
4. School administrators should take steps to ensure the safety of students upon receipt of a complaint, including the potential removal of any school-based contact between student(s) and suspected employee(s).
5. Interviews should be conducted in a private setting. Interview questions should be planned in advance, but the interview should allow for a natural flow and follow up on areas. It is critical to allow the interviewee to fully understand and to fully answer questions, as well as offer additional information outside the scope of the interview questions.
6. If the interviews are being recorded, the interviewee should be properly advised. If the interviews are not being recorded, the interviewees should disclose whether or not they are recording the interview. If the interviews are not being

recorded, the information provided by witnesses should be documented by the investigator.

7. Interviews should start with rapport building. Accusatory and intimidating tones should be avoided.
8. It is critical not to cut off witnesses. Silence between questions usually results in additional information.
9. At the close of interviews, ask variations of “is there anything else I have not asked you which you believe would be relevant to this investigation?”
10. Interviewees should be encouraged to report any retaliation and/or any attempts to influence witnesses.
11. Interviewees should be advised the investigation, including the interview and the interview questions are confidential and should remain so.
12. Interviewees should be provided with contact information of the investigator to provide additional information and/or to report any retaliation.
13. Investigators must analyze interviews for credibility, or determining whether witnesses were believable. Investigators should consider whether a witness was motivated to lie, has a history of lying, or showed signs of lying. Investigators should also consider if there is evidence that corroborates witness statements.
14. Investigators should collect, analyze, document and secure physical and digital evidence. For example, class schedules, seating charts, attendance records, student disciplinary records, personnel records, social media posts, digital images and/or video, emails, text messages, and any other reliable evidence.
15. Investigators must then reach a conclusion, and document that conclusion in a written report. The investigation report should include the allegations, the investigation plan, list of evidence collected, factual findings, and recommendations, if requested.
16. The applicable standard of proof for the investigation is an issue that should be discussed with the District's attorney. Depending on the nature of the allegations, the standard of proof could be substantial evidence or preponderance of evidence.
17. The investigation report is confidential and should not be shared with the public. School administrators should develop a communications plan following the conclusion of the investigation.

Created 9/2023

Southeast Island School District

BP 6112 School Day

Note: Pursuant to [AS 14.03.040](#), the school board may approve Saturday as a day in session. [The following sample policy may be revised or deleted to reflect district philosophy and needs.](#)

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

[A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, Counting of correspondence students and part-time public school students.](#)

Legal Reference:

ALASKA STATUTES

[14.03.040](#) *Day in session*

ALASKA REGULATIONS

[4 AAC 05.100](#) *Kindergarten day in session*

[4 AAC 09.040](#) *Counting of correspondence students and part-time public school students*

[Revised 9/2023](#)

Adoption Date: 04/09/98

Southeast Island School District

BP 6147 Alaska Reads Act Intervention Programs

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with [AS 14.30.765](#). The services provided under this program must, to the extent practicable:

1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an

individual reading improvement plan. This plan must be in accordance with the provisions set forth in [AS 14.30.765\(b\)](#).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in [AS 14.30.765\(c\)](#).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under [AS 14.30.765\(d\) – \(m\)](#).

Legal Reference:

ALASKA STATUTES

[AS 14.30.760](#) *Statewide screening and support*

[AS 14.30.765](#) *Reading intervention services and strategies; progression*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.400](#) *Statewide literacy screening and support*

[4 AAC 06.405](#) *Reading intervention services and strategies*

[4 AAC 06.410](#) *Individual reading improvement plan*

[4 AAC 06.415](#) *Student Progression*

[4 AAC 06.490](#) *Definitions*

Created 9/2023

Southeast Island School District

BP 6148 Early Education Programs

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and [4 AAC 60.200](#). Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under [4 AAC 60.170](#).
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under [4 AAC 60.200](#) must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under [AS 14.07.165\(a\)\(5\)](#) and [4 AAC 60.190](#) by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under [4 AAC 60.205](#).

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

[4 AAC 60.190](#) *High quality early education program standards*

[4 AAC 60.195](#) *District accountability; revocation of approval of district-wide early education program*

[4 AAC 60.20](#) *District-wide early education program grants; applications; duration; award determinations*

[4 AAC 60.205](#) *District-wide early education program grant recipient obligations*

[4 AAC 60.210](#) *Criteria for inclusion of district-wide early education program students within a district's ADM*

[4 AAC 60.990](#) *Definitions*

Created 9/2023

Southeast Island School District

BB 9200 Board Members

Note: The following sample bylaw may be revised to reflect district philosophy and needs.

Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

The Board is the unit of authority. The Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

School visits by Board members are encouraged. Principals should receive a courtesy call in advance of a visit. Board members, as with all visitors, must check in with the school office. Board members who visit schools of their own volition have no more authority than any other citizen.

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.

Board Member Requests for Information

Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the Board with relevant materials to inform the Board on those matters on which it is to act. If Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

1. Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member, and copied to the Board President.
2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to

provide the requested response. Individual Board members shall submit such requests to the full Board for consideration. Upon majority request of the Board, the request shall then be forwarded to the Superintendent for response.

3. Complaints regarding personnel. Board members may have their own complaints regarding District personnel. These concerns should be privately communicated to the Superintendent.
4. When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent.
5. Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

Members of the Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

The Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

14.14.140 *Restrictions on employment*

Revised 1/05

Reviewed 10/06, 4/12/23

Adoption Date: 04/09/98

Southeast Island School District

CTE Program of Study Name: *Education*

Career Cluster: **Education & Training**

Pathway (& Major) **Teaching/Training**

District Name: _____

Developed By: _____

Date: **Mo/day/year**

Career Cluster and Pathway Description: Careers in this cluster involve the planning, managing and providing of education and training services and related learning support services. Educators communicate, inspire trust and confidence, motivate learners and understand educational and emotional needs of students.

Middle School Exploratory Options (OPTIONAL)

6th AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities	7th Career Clusters Interest Inventory AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities	8th AKCIS Jr. Portfolio + HS Course Planner Career Interest Inventory KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities
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SECONDARY PROGRAM COMPONENTS (Please designate CTE Classes in **Boldface font; state-required assessments are shown in **Boldface-italic font**)**

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
<i>SBA</i> , Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		<i>SBA/HSGQE</i> , Career Interest Inventory, AKCIS Portfolio, PLCP		<i>WorkKeys</i> , PSAT, SAT, ACT, Accuplacer/Compass, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/Compass, AKCIS Portfolio, PLCP	
Courses		Courses		Courses		Courses	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English I	English I	English II	English II	English III	English III	Elective or English IV	Elective or English IV
Algebra I	Algebra I	Geometry or Math Elective	Geometry or Math Elective	Algebra II or Math Elective	Algebra II or Math Elective		124
Alaska Studies	Social Studies Elective	World History	World History	US History	US History	Gov't/Econ or Elective	Gov't/Econ or Elective
IS 9 or Physical Science	IS 9 or Physical Science	Biology or Life Science Elective	Biology or Life Science Elective	Chemistry or Science Elective	Chemistry or Science Elective		
Physical Education - LPF	Physical Education	Physical Education		ED Course #1	ED Course #2	ED Course #3	ED Course #4
Technical Skill Assessment(s)		Technical Skill Assessment(s)		Technical Skill Assessment(s) Educators Rising Micro-credential		Technical Skill Assessment(s) Educators Rising Micro-credential	

OPTIONAL PROGRAM COMPONENTS

Work-Based Learning Opportunities	Career-Technical Student Organizations	Certifications
	Educators Rising	Micro-credentials Praxis Paraprofessional Certification

GENERAL POSTSECONDARY OPTIONS

One or Two-Year Post-secondary Programs	Adult Registered Apprenticeships	Four-Year College and University Programs	Occupational Certifications & Licenses	On The Job Training, Skill Training Certificates, etc.
▪ AA – Early Childhood Ed	▪	▪ BA - Education	▪ Paraprofessional Cert	▪

CTE Program of Study Name: Education

Career Cluster: Education & Training

Pathway (& Major) Teaching/Training

District Name: _____

Developed By: _____

Date: Mo/day/year

SPECIFIC POSTSECONDARY OPTION DETAILS:

*(Please designate classes possible to complete at high school level in **BOLDFACE**)*

NAME OF POSTSECONDARY PARTNER: UAA or UAF			
NAME OF POSTSECONDARY PROGRAM: Associate of Applied Science in Early Childhood Development			
Year 13		Year 14	
Semester 1	Semester 2	Semester 1	Semester 2
		WRTG A211 (3)	MATH A205 (3)
COMM A111 (3)	WRTG A111 (3)	EDEC Elective (3)	EDEC Elective (3)
MATH A105 (3)	EDEC Elective (3)	EDEC A241 (3)	EDEC A295 (3)
DN A151 (3)	EDEC A201 (2)	EDEC A242 (3)	EDEC A303 (3)
EDEC A105 (3)	EDEC A206 (3)	EDEC A292 (1)	EDSE A212 (3)
EDEC A106 (3)	EDEC A210 (3)	EDEC Elective (3)	EDEC Elective (3)
15 credits	14 credits	16 credits	15 credits
Outcome (Resulting Certificate, Credential or Degree):			125
Total Credits:			
Possible # of completed credits from high school career program: <u> 60 </u>			

(You may copy and paste the table to show additional postsecondary training options)

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

District Name:	Southeast Island School District
Date:	March 28, 2024
Course Name:	Education Practices: Classroom Planning & Management
Course Number:	
Middle School:	<input type="checkbox"/> This is a middle school course
Foundational Course	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites <i>(If this course requires prerequisites, please name them)</i>	Introduction to Education (ED122)
Number of HS Credits:	0.5
Sequence(s): <i>(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)</i>	Education & Training
Source(s) of Technical Standards: <i>(Selection must match the Portal selection)</i>	Educators Rising Standards
Names/Numbers of Technical Standards: <i>(Selection must match Portal selections)</i>	https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
Course Description:	Classroom Planning and Management is the third course in the Teacher Ed Series. This course focuses on the learning environments that facilitate student growth. Students will explore how educators create an engaging learning environment that provides culturally relevant learning opportunities and the instructional strategies that support students' self-efficacy. Students will develop lesson plans and facilitate instruction in classrooms within their school or community.
Instructional Topic Headings:	Classroom Management; Culture for Learning; Curriculum and Standards; Assessment; Instruction
Recognized Postsecondary Credential (RPC): <i>(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials
Employability Standards source: <i>(Name source of employability standards – must match Portal)</i>	Employability Standards (Source): Alaska Employability Standards
CTSO participation is included: <i>(Name of CTSO must match drop-down box selection in the Portal)</i>	Educators Rising

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date:	
Postsecondary Institution Name:	
Postsecondary Course Name:	
Postsecondary Course Number:	
Postsecondary Course Credit:	

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Course developed by:	Statewide Education Pathway Curriculum Committee
Course adapted from:	Educators Rising Curriculum
Course is brokered through another institution or agency:	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Define and describe norms and routines and procedures, including what they are, why they are important, and how to use them to create a safe and supportive learning environment. <ul style="list-style-type: none"> • Cite specific examples of norms and routines that can be implemented for classroom discourse and work for different purpose • Practice planning and/or implementing norms and routines for classroom discourse and work 	ED V, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1		B1	A1, 2	Norm-focused lesson plan; video observation; discussion; journal 129

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

<p>Analyze how physical layouts, available resources, and student groupings can affect the classroom culture and management</p> <ul style="list-style-type: none"> Describe the importance of addressing physical and social aspects of the learning environment while planning to meet students' individual needs Describe how a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students Practice setting up classrooms in a way that fosters learning and creates a safe and inclusive environment for all students 	ED V, VII	SL.9-10.1,4,6; L.9-10.1,3-6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; G-MG.1,3		A4; B1-2	A2	<p>Video observation; classroom procedures assignment; discussion; journal</p> <p>130</p>
<p>Analyze the relevance of values-based behavior management</p> <ul style="list-style-type: none"> Explain how and why behavior management strategies should be used to create a dynamic, productive, safe and supportive learning environment. Describe strategies for responding to student behavioral issues using values-based behavior management Practice using value-based behavior management strategies 	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1,3-6; L.9-10.1,6; RST.9-10.3,9; WHST.9-10.1-2,4,7	N-Q.1; G-CO.1		B1-2; E1, 4	A1, 2, 6	<p>Classroom behavior role-plays; lesson plan analysis; redesign lesson plan; discussion; journal</p>

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Describe ways to strengthen relationships with students in order to help them feel valued, important, and capable of realizing their potential	ED II, III	SL.9-10.1,3-6; L.9-10.1,6; WHST.910.1-2,4,7			A1, 4, 5, 7; B1-3; E1	A1, 2	Discussion; journal entry; learning observation
Describe strategies for communicating with students and fostering communication among students to foster learning within a safe and supportive learning environment (de-escalation and conflict management strategies)	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1		A1, 6; B2-3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; learning observation: conflict resolution research & lesson plan
Consider methods of communication with students, determining how to share information and exchange ideas to help develop an equitable, empowering learning environment	ED II, III, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1, 6; B2-3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; communications assignment; communication research; reflection papers
Describe a range of communication strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Discussion; journal entry; learning observation: communication research & lesson plan; reflection papers
Analyze methods of proper alignment between standards, curriculum, instruction and assessment <ul style="list-style-type: none"> Explain what standards are and why educators use standards Name and explain common standard systems Address alignment issues while developing lesson plans 	ED III, IV, VI, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Standards lesson plan; discussion; journal

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Explain the importance of aligning lesson plans by balancing objectives with short and long term curricular goals, academic content standards, and student needs and interests	ED II, III, IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Lesson plan analysis & redesign; discussion; outcomes reflection; journal
Define curriculum and review different curriculum models	ED III	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1, 7; B1-2, 4; E3-4	A1, 2, 7	Curriculum model research project; discussion; journal
Describe the steps in the backwards design planning method	ED III, IV	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Backwards design lesson plan; discussion; journal
Describe how teachers measure learning based on curricular goals and objectives as well as diverse needs of learners <ul style="list-style-type: none"> Explain how teachers select, create, modify, and administer a broad range of assessments 	ED IV, VI	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1, 7; B1-2, 4; E3-4	A1, 2, 7	Assessment research; discussion; journal
Analyze the differences between formative and summative assessments.	ED VI	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1,7; B1-2,4; E3-4	A1,2,7	Compare/contrast assessment assignment; discussion; journal; assessment video observation lesson

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

<p>Explain how teachers analyze and interpret assessment data to advance student learning</p> <ul style="list-style-type: none"> Create and use assessment materials to evaluate student achievement and growth 	ED II, III, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1,7; B1-2,4; E3-4	A1,2,7	Assessment project; discussion; journal
<p>Explain how teachers view assessment as a step within a larger process that involves planning, teaching, assessing, reflecting, and adjusting to strengthen instructional practices and promote learning</p> <ul style="list-style-type: none"> Describe how teachers use assessment to obtain information about student learning before, during and after instruction 	ED II, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2,4,7			A1,7; B1-2,4; E3-4	A1,2,7	Journal; discussion; assessment observation & reflection
<p>Describe what modeling is and in which contexts it works best</p> <ul style="list-style-type: none"> Practice modeling techniques 	ED II, III, IV, V, VII	SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		A1,7; B1-2,4; E3-4	A1,2	Discussion; journal; modeling techniques practice
<p>Explain the importance of scaffolding instruction to encourage higher levels of performance</p>	ED II, III, IV, V	SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		A1,7; B1-2,4; E3-4	A1,2	Discussion; journal; scaffolding lesson plan
<p>Practice techniques that will elicit individual student thinking</p>	ED II, III, IV, V, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1,2	Discussion; journal; student thinking practice
<p>Describe types of questions teachers should ask students to encourage them to share their thoughts</p>	ED III, IV, V, VI	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1, 2	Discussion; journal; student thinking assignment

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Describe a few common patterns of student thinking and development in a subject matter domain	ED II, III, IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1,2	Student thinking project; discussion; journal
Demonstrate preparedness to make adjustments in instruction as needed <ul style="list-style-type: none"> List common instructional strategies Identify common problems that may require adjusting instruction 	ED II, IV, V, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.1,9; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1,2	Discussion; journal; instructional assignment
Describe and explain the purpose of composition of single lessons and sequence of lessons	ED IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		B1,3	A1,2	Discussion; journal; compare/contrast; lesson plan alignment

(Add extra rows as necessary by using the Tab key)

List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies)	Alaska Educators Rising lessons & materials
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Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED): <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Alaska English/Language Arts and Mathematics Standards June 2012– Alaska Department of Education and Early Development: <https://education.alaska.gov>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

- Employability/ Career Readiness Standards (AECRS):
<https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>
 - Educators Rising Micro-credentials: <https://www.educatorsrising.org/what-we-offer/micro-credentials>

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

District Name:	Southeast Island School District
Date:	March 28, 2024
Course Name:	Education Practices: Developing Professionalism
Course Number:	
Middle School:	<input type="checkbox"/> This is a middle school course
Foundational Course	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites <i>(If this course requires prerequisites, please name them)</i>	Introduction to Education (ED122)
Number of HS Credits:	0.5
Sequence(s): <i>(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)</i>	Education & Training
Source(s) of Technical Standards: <i>(Selection must match the Portal selection)</i>	Educators Rising Standards
Names/Numbers of Technical Standards: <i>(Selection must match Portal selections)</i>	https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
Course Description:	Developing Professionalism is the fourth and final course in the Ed Rising education pathway series. In the Developing Professionalism course, a focus is placed on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses. Students will spend time building their professional portfolio and network while developing a learning and career plan.
Instructional Topic Headings:	Practicum/Apprenticeship; Professional Portfolio; Networking Basics; Reflective Practices; Planning the Path
Recognized Postsecondary Credential (RPC): <i>(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials
Employability Standards source: <i>(Name source of employability standards – must match Portal)</i>	Employability Standards (Source): Alaska Employability Standards
CTSO participation is included: <i>(Name of CTSO must match drop-down box selection in the Portal)</i>	Educators Rising

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date:	
Postsecondary Institution Name:	
Postsecondary Course Name:	
Postsecondary Course Number:	
Postsecondary Course Credit:	

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Course developed by:	Statewide Education Pathway Curriculum Committee
Course adapted from:	Educators Rising Curriculum
Course is brokered through another institution or agency:	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Be able to demonstrate success practices that lead one to be a highly skilled educational professional	ED I, II, V, VII	SL.11-12.1,2; L.11-12.1-3,6; W.11-12.1,2,4,10	N-Q.1-2; A-SSE.1; A-REL.1,3; F-IF.4; G-CO.1; G-MG.1		A1,5-7; B1-3; C3-4	A1,2	Career Portfolio; Observations of classes to determine student names, routines, classroom rules, and expectations; Work with small groups or individuals; Discussion; Journaling
Demonstrate organizational, planning and quality of work skills	ED I-V	SL.11-12.1,2; L.11-12.1-3,6; W.11-12.1,2,4,10	N-Q.1-2; A-SSE.1; A-REL.1,3; F-IF.4; G-CO.1; G-MG.1		A1,6; C2,4	A1,2	Career Portfolio; Discussion; Individual or Small Group Lessons; Reflective Journaling; Thank You Notes
Be able to identify quality work that will demonstrate their skills as an educator	ED I, VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10			B4; D6,8	A2; B1	Career Portfolio; Successful Educator Presentation; Discussion

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Demonstrate their ability to market themselves through a professional portfolio	ED I, VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10			A1,5; B3-4; C3-4; D6; E3,8	A2-3; B1	Career Portfolio; Professional Educator Presentation; Discussion
Describe and prove why they should consider pursuing an education career	ED I	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10			B1-2; D1-3	A1,2	Mentor Profile
Demonstrate their ability to develop a professional network in and outside the classroom	ED I, III-VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10	N-Q.1-2; A-SSE.1; A-REL.1,3; F-IF.4; G-CO.1; G-MG.1		A1,6-7; B1-3	A1	Communication Observations; Journal; Discussion; Feedback & Self-Assessment 140 (weekly)
Describe and demonstrate the meaning of verbal and nonverbal communication, with a focus on cues that students are aware of in their community	ED I	SL.11-12.1-6; L.11-12.1-4,6; RI.11.12.1-4,7; WHST.11-12.2,4-6,10			A1,6-7; B1-3; C4; D1,3E1,3-5	A1	Communication Flow Chart; Discussion; Communication ID; Communication Communication Skits
Self-evaluate their teaching abilities	ED I, VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10	N-Q.1-2; A-SSE.1; A-REL.1,3; F-IF.4; G-CO.1; G-MG.1		A1,5; B1-3; D6; E8	A1-3	Autobiography; Self-Evaluation; Discussion; Journaling; Career Portfolio

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Be able to describe who they are in their current context and situation	ED I, VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10			A1-2,5; D6; E1,8	B1,5	Autobiography; Discussion; Career Portfolio
Be able to communicate their identify in their current context and situation	ED I, VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10			A1-2,5; D6; E1,8	B1	Autobiography; Discussion
Be able to describe their spheres of influence and how they influence others both positively and negatively	ED I, VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.1-6,10			A1,5,7; B1-2; C4; D6; E1,7-8	A1; B5	Autobiography; Discussion; Influence Compare/Contrast
Identify the educational and professional experiences that they need to continue working toward their goal of becoming an educator	EDI,VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10; RI.11.12.1-4,7			B1,4; D1	A3,4;B4	PLCP; Resume; Course Planner; Skills Assessment; Interest Inventory
Will be able to create a comprehensive PLCP to support career and life goals	EDI,VII	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10; RI.11.12.1-4,7			A1,5,7; B2-4; D6; E8	A1-4; A1-2,4	PLCP; Career and Life Goals; Mentor ID; Network Compare Contrast
Will be able to identify various funding sources for support of ongoing education.	EDI	SL.11-12.1-6; L.11-12.1-3,6; WHST.11-12.2,4-6,10; RI.11.12.1-4,7	N-Q.1		A1; B1-3	A4-5	PLCP; Training Institution ID; Postsecondary Applications; Financial Aid Project

(Add extra rows as necessary by using the Tab key)

List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies)	Alaska Educators Rising lessons & materials
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Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED): <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Alaska English/Language Arts and Mathematics Standards June 2012– Alaska Department of Education and Early Development: <https://education.alaska.gov>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS): <https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>
 - Educators Rising Micro-credentials: <https://www.educatorsrising.org/what-we-offer/micro-credentials>

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

District Name:	Southeast Island School District
Date:	March 28, 2024
Course Name:	Introduction to Education: Educational Development & Psychology
Course Number:	
Middle School:	<input type="checkbox"/> This is a middle school course
Foundational Course	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites <i>(If this course requires prerequisites, please name them)</i>	none
Number of HS Credits:	0.5
Sequence(s): <i>(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)</i>	Education & Training
Source(s) of Technical Standards: <i>(Selection must match the Portal selection)</i>	Educators Rising Standards
Names/Numbers of Technical Standards: <i>(Selection must match Portal selections)</i>	https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
Course Description:	<p>Educational Development and Psychology is the second course in the Ed Rising series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. Students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students.</p> <p>These two Ed Rising courses, Ed Development and Psychology and Leadership Development, are aligned with UAS ED S122, Introduction to Education.</p>
Instructional Topic Headings:	Child Development; Educational Psychology; Interpersonal Relationships; Diverse Learners; Pedagogy and Lesson Planning; Effective Teaching; Human Development and Developmentally-Appropriate Practices; Historical Perspectives; Laws and Policies Governing Education
Recognized Postsecondary Credential (RPC): <i>(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials (Classroom Culture)

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Employability Standards source: <i>(Name source of employability standards – must match Portal)</i>	Employability Standards (Source) Alaska Employability Standards
CTSO participation is included: <i>(Name of CTSO must match drop-down box selection in the Portal)</i>	Educators Rising
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input checked="" type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i> ED122 = first two Ed Rising courses together
Date:	
Postsecondary Institution Name:	University of Alaska Southeast
Postsecondary Course Name:	Introduction to Education
Postsecondary Course Number:	ED122
Postsecondary Course Credit:	3.0 credits – Education Elective

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Course developed by:	Statewide Education Pathway Curriculum Committee
Course adapted from:	Educators Rising Curriculum
Course is brokered through another institution or agency:	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Understand and describe the relationship between child development and instruction.	ED2	SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP1-3, 5, 7	LS3, LS4	B1-2	A1-2	Child development mind map
Understand the social, emotional, physical, and cognitive development factors that shape student identity and how this can affect the ability to learn.	ED2	RI.9-10.2,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP1-3, 5, 7	LS3, LS4	B1-2, E3-4	A2	Compare/Contrast Essay on Cognitive Development Theories; Write Lesson Plan; Rewrite lesson plan
Understand that each student is an individual with spheres of influence.	ED2	SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP1-3	LS3, LS4	B1-2, E4	A2,5	Graphic organizer; Spheres of influence reflection
Describe the major approaches to learning theories (behavioral, cognitive, developmental, constructivist, transformative) and their implications for teaching. <ul style="list-style-type: none"> Explain how constructivism can be applied in the classroom Explain how constructivism influences planning, design, and instruction based on student profiles 	ED2	RI.9-10.1,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,8-10	MP1-3, 5, 7	LS3, LS4	A1, B1-2	A1-2	Constructivist strategies observation questionnaire; Develop assessments

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Describe the process of instructional design and common design models and tools and how to cultivate a growth mindset. <ul style="list-style-type: none"> Classify the cognitive nature and complexity of given tasks Identify learning modalities and multiple intelligence areas 	ED2	RI.9-10.1,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,8-10	MP1-3, 5, 7	LS3, LS4	A1; B1-2	A1-2	Lesson plan modalities; Reflective journal; Research and written assignments
Explain the importance of interpersonal relationships within the learning environment including importance of mutual respect, school culture, cultural knowledge, and personality types.	ED 1-2	RI.9-10.4,6; SL.9-10.1,4,6; L.9-10.1-3,6	MP1-3, 5, 7	LS3, LS4	A1,5-6; B1-2; D6; E7-8	A1-2	Observations; Research and written assignments
Demonstrate an understanding of the various types of teaching relationships including teacher to student, student to student, teacher to parent/caregivers, and teacher to peers.	ED1,2	SL.9-10.1,3-4,6; L.9-10.1-3,6; WHST.9-10.2,4	MP 1-3, 5, 7	LS3, LS4	B1-2; D1,3,5; E3-4,7	A1-2,5	Discussion; Participation; Compare/Contrast teaching relationships
Reflect on the need to empathize with students while maintaining a high bar and professional boundaries, how ethical practices help in establishing boundaries between teachers and students, and how to establish and maintain professional boundaries.	ED 1-2	RI.9-10.2,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP 1-3, 5, 7	LS3, LS4	A1,6; B1-3	A1-2	Discussion; Research and written assignments

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Integrate knowledge of interpersonal skills to enhance educator effectiveness, including verbal and nonverbal communication, listening skills, negotiation, problem solving, decision making and assertiveness and understand the relationship of culture and interpersonal communication.	ED 1-2	RI.9-10.2,3; SL.9-10.1,4,6; L.9-10.1,3,6; WHST.9-10.4	MP 1-3	LS3, LS4	A1,5-6; B1-2; D1,3,5; E1,6-7	A1-2	Interpersonal skills questionnaire; Observations
Explain the concept of equity in general and education-specific contexts, and its influence on student growth and development.	ED1	RI.9-10.2,3; SL.9-10.1,4,6; L.9-10.1,3,6	MP 1-3, 5,7	LS3, LS4	D6, E4	A1-2	Research and written assignments; Discussion
Understand cultural competence and recognize that students come from different social, cultural, ethnic and economic backgrounds, family structures, religious beliefs, physical traits, intellectual attributes, and career ambitions. Apply that understanding to promote an inclusive learning environment, an asset-based framework, and culturally responsive teaching practices.	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP 1-3, 5, 7	LS3, LS4	B1-2; D1	A2	Research and written assignments Lead ice-breaker or team-building; Leadership self-assessment; Discussion and Observations

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Course Description and Standards Crosswalk Form (#05-20-038)

Understand difference between cultural bias and ideological bias and how to create a sustainable, equitable classroom culture by implementing the five critical components of classroom culture: honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based classroom management. Reflect and evaluate personal beliefs and biases and their potential impact on students.	ED2	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3	LS3, LS4	A5; B1-2; C3-4; D6; E1,3-4,6-7	A1-2,6	Reflective Journal Research and written assignments
Identify appropriate strategies to differentiate instruction to meet diverse student needs.	ED 2, 4, 5	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3	LS3, LS4	A1; B1-4; C4; ZR2,4-5	A1-2	Research and written assignments; Observations 149
Understand IDEA and accommodations for individuals with special needs including what an Individualized Education Program (IEP) is and how it helps students and responsibilities of teachers.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3, 5, 7	LS3, LS4	B1-3; C2	A1-2,5	Research and written assignments; Discussion, Observations
Demonstrate an understanding of student's needs to inform all aspects of the planning process to create a dynamic and productive learning environment including lesson planning, assessments, and pedagogical approaches.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3, 5, 7	LS3, LS4	B1-3	A1-2	Observations; Create and adapt lesson plans; Reflective journal

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Analyze the underlying strategies and active practices of anti-bias instruction including critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, value-based assessment, evaluation, and grading.	ED 2, 6	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3, 5, 7	LS3, LS4	A1; D6	A1-2,6	Observations; Reflective journal; Research and written assignments
Understand the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9- 10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1- 2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Historical Timeline, Presentations 150
Understand the role of education and need for educating students in the 21 st century.	ED1-2	RI.9-10.1-10; WHST.9- 10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1- 2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written assignments, Presentation
Analyze contemporary initiatives and trends impacting teaching profession.	ED1-2	RI.9-10.1-10; WHST.9- 10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1- 2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written assignments, Field experience journal

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Identify and use effective teaching strategies in a P-12 classroom.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Field observation journal Written report and presentation
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(Add extra rows as necessary by using the Tab key)

<p>List the major instructional resources used for this course: (<i>websites, textbooks, essential equipment, reference materials, supplies</i>)</p>	<p>Alaska Educators Rising lessons & materials</p> <p>Educators Rising Micro-credentials: https://www.educatorsrising.org/what-we-offer/micro-credentials</p> <p style="text-align: right;">151</p> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Alaska Department of Education and Early Development. (2012.) Alaska standards. Retrieved from https://education.alaska.gov/standards Alaska Department of Education and Early Development. (2000, May.) Professional Code of Ethics. Retrieved from https://education.alaska.gov/teachercertification/20aac10 Alaska Native Knowledge Network. (1998). Alaska Standards for Culturally Responsive Schools. Retrieved from http://ankn.uaf.edu/Publications/CulturalStandards.pdf Alaska Native Knowledge Network. (2011). Home. Retrieved from http://www.ankn.uaf.edu/ Alaska Teacher Placement. (n.d.) Teaching in Alaska. Retrieved from https://alaskateacher.org/teaching_in_alaska.php Partnership for 21st Century Learning. (n.d.) Framework and Resources. Retrieved from https://www.battelleforkids.org/networks/p21/frameworks-resources
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Standards Referenced

- Specific Occupational Skills Standards:

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

- Educators Rising (ED): <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Alaska English/Language Arts and Mathematics Standards June 2012– Alaska Department of Education and Early Development: <https://education.alaska.gov>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS): <https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>
- Educators Rising Micro-credentials: <https://www.educatorsrising.org/what-we-offer/micro-credentials>

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

District Name:	Southeast Island School District
Date:	March 28, 2024
Course Name:	Introduction to Education: Leadership Development
Course Number:	
Middle School:	<input type="checkbox"/> This is a middle school course
Foundational Course	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites <i>(If this course requires prerequisites, please name them)</i>	none
Number of HS Credits:	0.5
Sequence(s): <i>(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)</i>	Education & Training
Source(s) of Technical Standards: <i>(Selection must match the Portal selection)</i>	Educators Rising Standards
Names/Numbers of Technical Standards: <i>(Selection must match Portal selections)</i>	https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
Course Description:	<p>Leadership Development is the essential first course in preparing students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influence how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan.</p> <p>These two Ed Rising courses together, Leadership Development and Ed Development and Psychology, are aligned with UAS ED S122, Introduction to Education.</p>
Instructional Topic Headings:	Enduring Understanding(s); Social Awareness; Leadership; Ambassador of Learning; Personal Learning Styles; Career Planning; Professionalism
Recognized Postsecondary Credential (RPC): <i>(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials (Anti-Bias Instruction)

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Employability Standards source: <i>(Name source of employability standards – must match Portal)</i>	Employability Standards (Source) Alaska Employability Standards
CTSO participation is included: <i>(Name of CTSO must match drop-down box selection in the Portal)</i>	Educators Rising
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input checked="" type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i> ED122 = first two Ed Rising courses together
Date:	
Postsecondary Institution Name:	University of Alaska Southeast
Postsecondary Course Name:	Introduction to Education
Postsecondary Course Number:	ED122
Postsecondary Course Credit:	3.0 credits - Education Elective

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Course developed by:	Statewide Education Pathway Curriculum Committee
Course adapted from:	Educators Rising Curriculum
Course is brokered through another institution or agency:	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Define one's personal identity.	ED 2	WHST.9-10.2,4-9; SL.9-10.1,4-6; L.9-10.6	MP1	LS3, LS4	A5,7; E7	B1	Participation; Personal history (visual or written)
Understand how the term "learner" applies outside the classroom.	ED 2	SL.9-10.1,3; WHST.9-10.10	MP1-3, 5	LS3, LS4	B2	A2	Participation; Reflective journal entries
Name and describe characteristics of a learner.	ED1-2	SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3	LS3, LS4	B2	A2	Participation; Pair-Share Discussion
Describe the value of identifying and reflecting on personal strengths.	ED2	SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3	LS3, LS4	B2	A2	Participation; Discussion
Analyze personal strengths and weaknesses in relation to future goals.	ED2	SL.9-10.1-6; L.9-10.1,6	MP1-3	LS3, LS4	B2-3, D6, E8	B1-2	Participation; Presentation of self as learner

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<p>Describe and apply techniques for cultivating a reflective mindset (e.g. journals, observations, dialogue with peers and mentors, watching recordings)</p> <ul style="list-style-type: none"> • Describe how and why a reflective mindset is critical to learning • Reflect on themselves as learners • Describe reflection as a habit of mind that requires time, openness, honesty, intention, discipline, and dedication that helps determine what is meaningful and why and thus shape identity 	ED2, 7	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP1-3, 5, 7	LS3, LS4	A5, B1-2, D6, E3-4,7-8	A1	Participation; Reflective journal entries; Presentation of self as learner	157
<p>Analyze and critique individual biases</p> <ul style="list-style-type: none"> • Define bias • Analyze and explain how personal histories and identities shape personal attitudes towards others 	ED2	RI.9-10.2,3; SL.9-10.1,3-4,6; L.9-10.1,3-6; RST.9-10.2, 7,10	MP1-3, 5	LS3, LS4	A5, B1-2; D6; E1,3-4,7	B1	Participation; Personality test & reflections; Interview classmates & Venn diagram	
<p>Describe the benefits of being open to multiple viewpoints</p>	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP1-3	LS3, LS4	A5,7; B1-2; E7	A2	Group initiative & reflection; Participation	

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Explain how community members benefit from various perspectives and viewpoints	ED2	RI.9-10.1-7,10; L.9-10.1-2,4-6; RST.9-10.2.4,6-10; WHST.9-10.4	MP1-3	LS3, LS4	E1,4,7	A2	Rewrite current event from different perspective; Participation; Observation; Complete cooperative & collaborative learning questionnaire
Reflect on how everyday citizens/peers/students act as leaders and role models	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP1-3	LS3, LS4	B1; D1	A2	Profile of community member 158 embodying leadership
Describe the characteristics of a successful leader <ul style="list-style-type: none"> Analyze the skills and dispositions required to lead effectively Describe ethical practices of successful leaders Explain how empathy helps leaders connect to community members 	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP1-3	LS3, LS4	B1-2; D1	A2	Lead ice-breaker or team-building initiative; Leadership self-assessment; Provide constructive feedback
Recognize different leadership styles	ED2	SL.9-10.1-6; L.9-10.1,6	MP1-3	LS3, LS4	B2	A2	Leadership style presentation

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc.	ED2	SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3	LS3, LS4	B2; D1	A2	Participation
Understand that mentors, leaders, ambassadors, elders, coaches, and other role models serve as educators <ul style="list-style-type: none"> Name and describe characteristics of an educator persona, including why these characteristics are important 	ED1-2	SL.9-10.1,3; L.9-10.1,2; WHST.9-10.4	MP1-3	LS3, LS4	B2; D1,3	A2	Participation; Reflective essay on educator 159
Practice inhabiting and presenting an educator persona	ED1-2	SL.9-10.1-6; L.9-10.1,6	MP1-3	LS3, LS4	A1; B2; C3-4	A1-2	Demonstration; Participation; Compare & contrast teaching activity

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

<p>Explain what professionalism is and why it is important</p> <ul style="list-style-type: none"> • Explain how appropriate dress, behavior, and interactions as professionals affects one’s credibility and trustworthiness • Distinguish between social media posts that reflect positively on oneself and those that do not • Discern how successful professionals manage a synthesis between maintaining their values as individuals and upholding the values and policies of the institutions that employ them 	ED1-2	RI.9-10.2,4,6-7; SL.9-10.1,3,6	MP1-3	LS3, LS4	A1,7; B1-2; B4; E4, 6	A1-2,5,7	<p>Professional dress participation; Social media self-audit; Professionalism</p> <p style="text-align: right;">160</p>
<p>Determine how to use different modes of communication in different contexts</p>	ED1-2	RI.9-10.1-6,10; SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3, 5	LS3, LS4	B1-2; C4; E3-4	A1	<p>Communication case studies; Discussion; Participation</p>
<p>Investigate possible career paths</p>	ED 1	RI.9-10.2,4,7,10; SL.9-10.1-2,4-6; L.9-10.1-2,4-6; WHST.9-10.2,4,7-9	MP1-3	LS3, LS4	B2	B2, 4-5	<p>Participation; Visual or written career research report</p>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

<p>Reflect on the differences between short term and long-term goals</p> <ul style="list-style-type: none"> Identify short term and long-term goals Analyze personal traits, strengths and weaknesses in relation to short term and long-term goals 	ED1-2	RI.9-10.2,4; L.9-10.1-2,4; WHST.9-10.4	MP1-3, 5	LS3, LS4	B1-3; D6; E6-8	B1-5	Self-assessments; Career aptitude/interest surveys; Develop S.M.A.R.T. goals; Educator interview; journal
<p>Learn about the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.</p>	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, ¹⁶¹ Historical Timeline, Presentations

(Add extra rows as necessary by using the Tab key)

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

<p>List the major instructional resources used for this course: <i>(websites, textbooks, essential equipment, reference materials, supplies)</i></p>	<p>Alaska Educators Rising lessons & materials</p> <p>Educators Rising Micro-credentials: https://www.educatorsrising.org/what-we-offer/micro-credentials</p> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Alaska Department of Education and Early Development. (2012.) Alaska standards. Retrieved from https://education.alaska.gov/standards Alaska Department of Education and Early Development. (2000, May.) Professional Code of Ethics. Retrieved from https://education.alaska.gov/teachercertification/20aac10 Alaska Native Knowledge Network. (1998). Alaska Standards for Culturally Responsive Schools. Retrieved from http://ankn.uaf.edu/Publications/CulturalStandards.pdf Alaska Native Knowledge Network. (2011). Home. Retrieved from http://www.ankn.uaf.edu/ Alaska Teacher Placement. (n.d.) Teaching in Alaska. Retrieved from https://alaskateacher.org/teaching_in_alaska.php 162 Partnership for 21st Century Learning. (n.d.) Framework and Resources. Retrieved from https://www.battelleforkids.org/networks/p21/frameworks-resources
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Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED): <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Alaska English/Language Arts and Mathematics Standards June 2012– Alaska Department of Education and Early Development: <https://education.alaska.gov>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS): <https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>
- Educators Rising Micro-credentials: <https://www.educatorsrising.org/what-we-offer/micro-credentials>

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

District Name:	Southeast Island School District
Date:	April 9, 2024
Course Name:	Introduction to Construction Trades Technology
Course Number:	Const 1
Middle School:	<input type="checkbox"/> This is a middle school course
Foundational Course	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites <i>(If this course requires prerequisites, please name them)</i>	
Number of HS Credits:	.25
Sequence(s): <i>(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)</i>	Architectural and Construction
Source(s) of Technical Standards: <i>(Selection must match the Portal selection)</i>	American Red Cross National Career Clusters Knowledge and Skills
Names/Numbers of Technical Standards: <i>(Selection must match Portal selections)</i>	Construction – [C] Design/Pre-construction – [C] Maintenance/Operations – [C] Standard First Aid – [C]
Course Description:	Introduction to Construction Trades Technology is a foundation course that lays a foundation for modern day woodworking and its articulation into the construction field. Students will acquire a fundamental knowledge in the safe use of hand tools, power equipment and woodworking procedures. Students will plan, design, select materials, layout, cut, assemble and finish a project in this intensive week-long course.
Instructional Topic Headings:	Safety, Maintenance, Construction Tools and Machines, Construction Techniques, Construction Planning, Construction Materials, Building Basics
Recognized Postsecondary Credential (RPC): <i>(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	
Employability Standards source: <i>(Name source of employability standards – must match Portal)</i>	Employability Standards (Source) State of Alaska Employability Standards, Career Clusters Knowledge and Skills

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

CTSO participation is included: <i>(Name of CTSO must match drop-down box selection in the Portal)</i>	None
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date:	
Postsecondary Institution Name:	
Postsecondary Course Name:	
Postsecondary Course Number:	
Postsecondary Course Credit:	

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Course developed by:	Anthony Cook
Course adapted from:	
Course is brokered through another institution or agency:	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

Career and Technical Education Course Description and Standards Crosswalk Form (#05-20-038)

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Match vocabulary and visual cues to workplace/jobsite situations.	AC 1.1	RSIT 4, 7,			B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions.
Utilize vocabulary and visual cues in context of design and construction situations.	AC 1.2	RSIT 4, 7,			B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential 166 questions.
Estimate resources/materials required for a specific project or problem.	AC 2.2	RSIT 1, 2, 3,	N-Q 1-3 A-SSE 1,3,	HS-ETS1-3 HS-ETS1-2 HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions.
Use available resources/materials effectively while completing a project or resolving a problem with a project plan.	AC 2.3	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6		HS-ETS1-3 HS-ETS1-2 HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions.
Determine alternative solutions for a specific project/problem.	AC 2.4			HS-ETS1-3	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions.

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Plan, organize, schedule, and manage a project/job to optimize workflow and outcome.	AC 2.5	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6	N-Q 1-3	HS-ETS1-3 HS-ETS1-2 HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions. Checklists
Evaluate workplace/jobsite activities for compliance with governmental and other applicable safety regulations such as EPA and OSHA.	AC 3.1	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6			B2, B4, D5, D6	A1, A2, A6, B1,	Student demonstration, Quizzes, Essential questions, Safety quizzes
Identify workplace/jobsite environmental hazards of a given situation.	AC 3.2			HS-ETS1-4	B2, B4, D5, D6	A1, A2, A6, B1	Student 167 demonstration, Quizzes, Essential questions, Safety quizzes
Use MSDS (Material Safety Data Sheets) information for the management, use, and disposal of materials.	AC 3.4	WST 2, 3, 4, 6,8, RSIT 1, 2, 3,	N-Q 1-3	HS-ETS1-2 HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration of filling out a MSDS.
Describe how relationships between trades/professions can facilitate smooth workflow and outcome to meet project goals.	AC 4.1	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6			B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions,

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Explain how the hierarchy of roles on a jobsite facilitates smooth workflow and outcome to meet project goals.	AC 4.2	LST 1,2,3,5,6			B2, B4, D5, D6	A1, A2, A6, B1, B5	Student demonstration, Quizzes, Essential questions,
Analyze a proposed contract in terms of the company’s position and union’s position in labor contract negotiations.	AC 5.1	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6			B2, B4, D5, D6	A1, A2, A6, B1, B5	Student demonstration, Quizzes, Essential questions,
Assess a situation for compliance with terms of a contract.	AC 5.2	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6		HS-ETS1-3	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, 168 Essential questions,
Discuss the role and responsibilities among the trades/professions in the work environment.	AC 5.3	LST 1,2,3,5,6			B2, B4, D5, D6	A1, A2, A6, B1, B5	Student demonstration, Quizzes, Essential questions,
Interpret drawings used in project planning.	AC 6.1	RSIT 1, 2, 3, LST 1,2,3,5,6	N-Q 1-3	HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions,

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Recognize how specifications and standards are arranged for proper access.	AC 6.2				B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions,
Use architect’s plan, manufacturer’s illustrations and other materials to communicate specific data and visualize proposed work.	AC 6.3	LST 1,2,3,5,6 RSIT 1, 2, 3,	N-Q 1-3 A-SSE 1,3,	HS-ETS1-2 HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions,
Describe the written standards and specifications that apply.	AC 6.4	LST 1,2,3,5,6 RSIT 1, 2, 3,			B2, B4, D5, D6		Student demonstration, Quizzes, 169 Essential questions,
Research and match career opportunities based upon their fit with personal career goals.	AC 7.1	WST 7,8,9			B2, B4, D5, D6	A3, A4, A5, A6, B1, B2, B3, B4, B5	AKCIS
Match personal interests and aptitudes to careers when researching opportunities within the pathways.	AC 7.2	RSIT 1, 2, 3, WST 7,8,9			B2, B4, D5, D6	A3, A4, A5, A6, B1, B2, B3, B4, B5	AKCIS
Develop a career plan for advancement in architecture and construction careers.	AC 7.3	RSIT 1, 2, 3, WST 2, 3, 4, 6,8, LST 1,2,3,5,6			B2, B4, D5, D6	A3, A4, A5, A6, B1, B2, B3, B4, B5	AKCIS

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Apply practices and procedures required to maintain jobsite safety.	AC-CST 5.1, 5.2, 5.3, 5.4, 5.5				B2, B4, D5, D6	A1, A2, A6	Student demonstration, Quizzes, Essential questions, Safety quizzes
Demonstrate the construction crafts required for each phase of a construction project.	AC-CST 8.1		N-Q 1-3	HS-ETS1-3 HS-ETS1-2 HS-ETS1-1	B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions, Safety quizzes
Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.	AC-CST 9.1, 9.2, 9.3				B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, 170 Essential questions, Safety quizzes
Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	AC-DES 2.1, 2.2	LST 1,2,3,5,6			B2, B4, D5, D6	A1, A2, A6, B1	Student demonstration, Quizzes, Essential questions, Safety quizzes

(Add extra rows as necessary by using the Tab key)978

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

<p>List the major instructional resources used for this course: <i>(websites, textbooks, essential equipment, reference materials, supplies)</i></p>	<p><u>Carpentry & Building Construction</u> textbook by N/A McGraw-Hill 1st edition, ISBN 9780078797842</p> <p><u>Equipment & Supplies:</u> Basic framing hand tools Tool belts Circular Saw Miter Saw Air compressor Nail Gun Jig Saw Reciprocating Saw Construction Lumber Fasteners Other related Construction Materials.</p>
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DISTRICT NAME: Southeast Island School District

CTE Course Description and Standards Crosswalk

Course Information	
Course Name	Introduction to Engineering and Design
Course Number	En&D 1
Number of High School Credits	.5
Sequence or CTEPS (You must first have the Sequence or CTEPS entered into the EED-CTE system.)	Marine Careers
Date of district Course Revision	4/10/2024
Career & Technical Student Organization (CTSO)	
CTSO embedded in this sequence	SkillsUSA
Occupational Standards	
Source of Occupational Standards	International Technology and Engineering Educators Association (ITEEA)
Names/Numbers of Occupational Standards	Standards for Technological Literacy 172
Registration Information	
Course Description (brief paragraph – as shown in your student handbook or course list)	Introduction to Engineering and Design (En&D) is a high school level foundation course in the Marine Careers CTEPS. In En&D students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open- ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.
Instructional Topic Headings (please separate each heading by a semi-colon)	Career Exploration and Planning; Career, Education and Life Readiness; CAD and Drafting; Design Process; Computational and Analytical Skills
Summative Assessments and Standards	
Technical Skills Assessment (TSA)	PLTW
Course addresses:	Introduction to Engineering Design

DISTRICT NAME: Southeast Island School District

New Alaska ELA and Math Standards	http://www.corestandards.org/
Alaska Cultural Standards	http://ankn.uaf.edu/Publications/CulturalStandards.pdf
All Aspects of Industry (AAI)	https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf
Core Technical Standards	https://cte.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf
Employability Standards (ES)	https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf
Employability Standards	
Source of Employability Standards	https://careertech.org/
Tech Prep	
Current Tech Prep Articulation Agreement? (Y/N)	N
Date of Current Agreement	N/A
Postsecondary Institution Name	N/A
Postsecondary Course Name	N/A
Postsecondary Course Number	N/A
# of Postsecondary Credits	N/A

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Additional CTE Course Information

Author	
Course developed by	PLTW
Course adapted from	
Date of previous course revision	
Course Delivery Model	

DISTRICT NAME: Southeast Island School District

Is the course brokered through another institution or agency? (Y/N)

No

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Standards Alignment

Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Standards for Technological Literacy 9-12 Standards	Common Technical Core Standards	Common Core ENG/LA Standards	Common Core Math Standards	Next Generation Science Standards	Alaska Cultural Standards	Employability Standards	All Aspects of Industry	Assessment
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DISTRICT NAME: Southeast Island School District

<p>Career Exploration and Planning: Make informed career decisions and manage personal career plans by researching occupations compatible with personal strengths and preferences.</p>	1.K	7, 10, ST 3, ST 4, ST 5, ST 6	R.1, R.7, W.1, W.2, W.4, W.7, W.8, W.9, SL.2, SL.4, SL.5	MP1, MP3	SEP1, SEP 4, SEP 7, SEP 8	B.1, B.2, B.3, D.6, E.8	A.5, B.1, B.2, B.3, B.4, B.5	1, 2	Self- assessment, reflection, interaction with guest speakers
<p>Career, Education, and Life Readiness: Demonstrate readiness to be successful in professional, educational, and personal life goals.</p> <ul style="list-style-type: none"> • Team collaboration • Project management • Problem-solving • Communication skills • Presentation skills • Technical writing 	2.EE, 4.J, 4.K	1, 3, 4, 9, 12, ST 3, ST 6	R.7, W.2, W.4, W.8, SL.1, SL.2, SL.4, SL.5, SL.6, L.6	MP1	SEP1, SEP 8	A.1, A.6, B.3, C.2, C.3, C.4, D.6, E.7	A.1, A.3, A.7, B.4, B.5	6, 7, 8	AKCIS Portfolio, resume, attendance, professionalism grade, project planning documents
<p>CAD and Drafting Experience:</p> <ul style="list-style-type: none"> • Create and/or modify 3D solid computer models of complex parts • Create 3D models of part assemblies • Create technical drawings of complex parts and assemblies 	1.J, 1.K, 2.CC, 12.L	2, 4, 5, 8, 11, ST 2, ST 6, ST-ET 1,	R.1, R.4, R.7, R.10, W.2, W.4, W.6, W.7,	MP 1-8, G.GMD.3, G.GMD.4, G.MG.1, G.MG.2, G.MG.3, N.Q.1, N.Q.2,	SEP 1-8,	B.4, C.4	A.2	5, 7	Free hand technical sketches, CAD engineering drawings

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DISTRICT NAME: Southeast Island School District

<p>Computational and Analytical Skills:</p> <ul style="list-style-type: none"> Use Excel to calculate summary 	<p>2.W, 2.Z, 2.AA,</p>	<p>2, 4, 7,</p>	<p>R.1, R.4, R.7,</p>	<p>MP 1-8, N.Q.1, N.Q.2,</p>	<p>SEP 1-8, HS.ETS1.3, HS.ETS1.4</p>	<p>B.4, C.4</p>	<p>A.2, A.6</p>	<p>3, 5, 7</p>	<p>Make and record various measurements using common</p>
<ul style="list-style-type: none"> statistics and create histograms Use Excel to find a trend line (mathematical model) to represent data and interpret the model within the context of the data Complete multi-step engineering calculations Make predictions based on data Use data to inform decisions Perform precision measurement using a dial caliper Convert among and between SI and US Customary Calculate physical properties (surface area, volume, density) of simple 3D forms Determine a parametric equation that describes a relationship between two quantities 	<p>4.I, 11.R, 12.L, 12.M, 12.P, 13.J-K</p>	<p>8, 11, ST 2, ST 6, ST-ET 1, ST-ET 2, ST-ET 3, ST-ET 5</p>	<p>R.10, W.2, W.4, W.6, W.7, W.8, SL.1, SL.2, SL.4, SL.5, SL.6, L.3, L.6</p>	<p>N.Q.3, N.VM.1, N.VM.3, A.SSE.1, A.SSE.1.a A.CED.1, A.CED.2, A.CED.3, A.CED.4, A.REI.3, A.REI.4.b, A.REI.10, F.IF.1, F.IF.2, F.IF.5, F.IF.6, F.IF.7.a, F.BF.1, F.LE.5, G.MG.1, G.MG.3, S.ID.1, S.ID.4, S.ID.6, S.ID.7, S.ID.8, S.IC.1</p>					<p>tools including dial calipers and spreadsheet programs; Create graphical models</p>

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Instructional Resources

DISTRICT NAME: Southeast Island School District

List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies)

PLTW Intro to Engineering

Career and Technical Education

**Course Description and Standards Crosswalk Form
(#05-20-038)**

District Name:	Southeast Island School District
Date:	4/10/2024
Course Name:	Intro to Health Intensive
Course Number:	Hlth1
Middle School:	No
Foundational Course	No
Prerequisites <i>(If this course requires prerequisites, please name them)</i>	
Number of HS Credits:	.25
Sequence(s): <i>(These may be sequence or CTEPS titles District must first have these entered into the Portal – titles must match)</i>	Allied Health
Source(s) of Technical Standards: <i>(Selection must match the Portal selection)</i>	National Consortium for Health Science Education NCHSE Microsoft Word - NATIONAL HEALTH SCIENCE STANDARDS MAY 2019 FINAL.docx (healthscienceconsortium.org)
Names/Numbers of Technical Standards: <i>(Selection must match Portal selections)</i>	NCHSE 1.1.2, 1.2, 1.3, 2.1-3, 3.1, 5.2, 7, 10.1, 11

Career and Technical Education

**Course Description and Standards Crosswalk Form
(#05-20-038)**

<p>Course Description:</p>	<p>Health and Human Services Employment Certifications provides a wide variety of health career related job experiences and certifications that are essential to the healthcare field. The course emphasizes basic first aid, CPR and AED use. Students will explore various health careers through facility tours and job shadowing opportunities. This course will stress personal and interdisciplinary cooperation required to meet patient needs throughout all levels of healthcare. Upon satisfactory completion of the course, the student will be issued first aid and CPR/AED cards, Blood Borne Pathogens certification, and QPR Suicide Prevention certificate.</p> <p>Connections to post-secondary training and education</p>
	<p>opportunities will be shared to help students develop individual action plans for next steps towards health careers.</p>

Career and Technical Education

**Course Description and Standards Crosswalk Form
(#05-20-038)**

<p>Instructional Topic Headings:</p>	<p>Demonstrate knowledge and skills of CPR for adults, children, and infants, including the use of an AED; Demonstrate knowledge and skills of First Aid for trauma, bleeding, shock, stroke, burns, diabetes, poisoning, seizures, hypothermia, frostbite, overheating, and insect stings; Demonstrate knowledge of blood borne pathogens and general safety standards for various clinical and workplace areas; Develop a plan for personal emergencies and survival; Students will explore, compare and contrast various alternative and ancillary health care careers with respect to education, opportunities, and roles and responsibilities; Students will demonstrate understanding of the US Health Care System and the interdependence of careers and professionals; Students will demonstrate understanding of the legal and ethical responsibilities and limitations with regard to their scope of practice; Students will demonstrate employability and professionalism with respect to appearance, hygiene, skill competence, integrity, critical thinking, cooperation, and responsibility with a commitment to continuing improvement and growth. Students will understand basic suicide prevention strategies. Students will properly assess and treat a medical and trauma patient. Students will successfully go through a job application process and end the course with a mock job interview to prepare them for employment in the workforce.</p>
<p>Recognized Postsecondary Credential (RPC): <i>(Replaces TSA</i> <i>- not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i></p>	<p>CPR/First Aid, Blood Borne Pathogens, QPR Suicide Prevention. Teen Mental Health First</p>
<p>Employability Standards source: <i>(Name source of employability standards – must match Portal)</i></p>	<p>Alaska Employability Standards, National Consortium for Health Science Education</p>
<p>CTSO participation is included: <i>(Name of CTSO must match</i></p>	

Career and Technical Education
Course Description and Standards Crosswalk Form
(#05-20-038)

<i>drop- down box selection in the Portal)</i>	
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<i>(If checked, complete the Dual Credit section below.)</i>
Date:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credit:	N/A

Career and Technical Education

**Course Description and Standards Crosswalk Form
(#05-20-038)**



Course developed by:	Gloria Burnett, AHEC
Course adapted from:	Fairbanks North Star Borough, First AID/CPR and Health Careers Exploration
Course is brokered through another institution or agency:	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)



Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Demonstrate understanding of the US Health Care System	NCHSE 3.1	SL.11-12.1; 2; 4; 6; RSTS.11-12.1-10			A5	CRP 2CRP 4CRP 7	Workbooks, quizzes
Demonstrate employability and Professionalism, including patient confidentiality.	NCHSE 2.1-3 4.2, 4.4, 5.2	SL.11-12.1; 2; 4; 6; RSTS.11-12.1-10			A1	CRP2 CRP10	Demonstration, observation, ¹⁸⁴ quizzes
Properly assess and treat a medical patient, to include vital signs	NCHSE 1.2, 1.3, 10.1	SL.11-12.1; 2; 4; 6; RSTS.11-12.1-10	MP 4MP 6	LS1-2 LS1-3 LS1-6 LS1-7	A1; B3-4	CRP 1 -9	Demonstration, practical skills, skills check-off
Properly assess and treat a trauma patient, to include documentation of patient care	NCHSE 1.2, 1.3, 10.1, 11	SL.11-12.1; 2; 4; 6; RSTS.11-12.1-10	MP 4MP 6	LS1-2 LS1-3 LS1-6 LS1-7	A1,B3-4	CRP 1 -9	Demonstration, practical skills, skills check-off

Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

Complete a resume, job application and mock interview	NCHSE 2.1-3, 4.4	SL.11-12.1; 2; 4; 6; RSTS.11- 12.1-10			A1B	CRP 2 CRP 10	Demonstration
Demonstrates knowledge and skills of CPR	1.1.2, 1.2, 2.2, 7.2, 7.3, 7.4, 7.5, 10.1	SL.11-12.1	MP 4 MP6	LS1-2 LS1-3 LS1-6 LS1-7	A1 B3	CRP 2 CRP 4	Written test, practical skills



Demonstrates knowledge and skills of First Aid	NCHSE 1.1.2, 1.2, 2.2, 7.2, 7.3, 7.4, 7.5, 10.1	SL.11-12.1	MP 4 MP6	LS1- 2 LS1- 3 LS1- 6 LS1-7	A 1 B 3	CRP 2 CRP 4	Written test, practical skills
Demonstrate knowledge of general safety standards for self and patients	NCHSE 7	SL.11-12.1; 2; 4; 6; RSTS.11- 12.1-10		ETS1-2.C	A1 B3	CRP 2 CRP 4	Written test, practical skills

(Add extra rows as necessary by using the Tab key)

<p>List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies)</p> <p>Career and Technical Education Course Description and Standards Crosswalk Form (7/15-20/16)</p>	<p>American Heart Association Basic Life Support Provider Manual, 2020.</p>
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DISTRICT NAME: Southeast Island School District

CTE Course Description and Standards Crosswalk

Course Information	
Course Name	Personal Finance
Course Number	PF 1
Number of High School Credits	.5
Sequence or CTEPS (You must first have the Sequence or CTEPS entered into the EED-CTE system.)	Foundational course for Education, Allied Health, Marine Careers
Date of district Course Revision	4/10/2024
Career & Technical Student Organization (CTSO)	
CTSO embedded in this sequence	BPA
Occupational Standards	
Source of Occupational Standards	National Business Education Association Standards
Names/Numbers of Occupational Standards	Business Law (BL), Career Development (CD), Entrepreneurship (EN), Information Technology (IT), Management (M), Personal Finance (PF)
Registration Information	
Course Description (brief paragraph – as shown in your student handbook or course list)	Personal Finance is designed to help students prepare for real-world financial decisions. Basic math skills will be used in computing payroll, federal taxes, budgets, credit, and banking. Also included are decision-making skills when choosing housing, automobiles, insurance, and investments. Students will begin by exploring general occupational clusters and then narrowing their focus to match their personal aptitudes and interests. Recommended for juniors and seniors. It is recommended to use the University of Arizona Take Charge Today curriculum.
Instructional Topic Headings (please separate each heading by a semi-colon)	Employment Portfolio; Budgeting; Consumer Rights and Responsibilities; Banking Services; Financial Planning; Encourage Career and Technical Student Organization (CTSO) Involvement; Entrepreneurship; Safety; Ethics
Summative Assessments and Standards	
Technical Skills Assessment (TSA)	No
Course addresses:	
New Alaska ELA and Math Standards	Yes
Alaska Cultural Standards	Yes
All Aspects of Industry (AAI)	Yes
Core Technical Standards	Yes
Employability Standards	Yes
Employability Standards	
Source of Employability Standards	State of Alaska
Tech Prep	
Current Tech Prep Articulation Agreement? (Y/N)	No

Date of Current Agreement	
Postsecondary Institution Name	
Postsecondary Course Name	
Postsecondary Course Number	
# of Postsecondary Credits	

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Alaska Department of Education and Early Development

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DISTRICT NAME: Southeast Island School District

Source/Organization /Agency	Acronym	Website or Location of Information	Section, Chapters, etc. referenced in Performance Standards	Date of Edition or Version
National Business Education Assoc	NBEA	www.nbea.org	Personal Finance Career Development Business Law Entrepreneurship Information Technology	2013

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Alaska Department of Education and Early Development

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Additional CTE Course Information

Author	
Course developed by	Revised by Todd Hopkins and Jeanette Perdue
Course adapted from	Personal Finance
Date of previous course revision	May 2008
Course Delivery Model	
Is the course brokered through another institution or agency? (Y/N)	No

Standards Alignment

Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	All Aspects of Industry/ Systems	Assessment
Complete a checking simulation.	PF-VI	FN.1,2,3,9,	L.9-12.4 L.9-12.6	N-Q.1-3	B2,4	A2,5	Technical Skills Finance	Hands-on Banking
Create an employment packet.	CD-V	FN-ACT.4 FN-BNK.6	WHST.9-12.4		B2,4	A1,2,3,4,5,7 B1,2,3,4,5	Technical Skills Work Habits Labor	BPA Skills Assessment AKCIS
Create and analyze personal budgets.	PF-III	FN.1,2,4,9,12	RST.9-12.7-9	N-Q1 A-CED.1 A-CED.4 S-IC.6 S-ID.1	B2,4	A2,5	Finance Technical Skills Technology	Common Assessment

DISTRICT NAME: Southeast Island School District

Evaluate and create a variety of financial plans.	PF-III PF-IV PF-VI-VIII	FN.1,2,4,9, 12	RST.9- 12.7-9	N-Q1 A-CED.1 A-CED.4 S-IC.6 S-ID.1	B2,4	A2,5	Finance Technical Skills Technology	Common Assessment
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Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	All Aspects of Industry/ Systems	Assessment
Create personal and financial goal plans.	PF-IV	FN.1,2,4,9, 12	RST.9- 12.7-9	A-CED.1 A-CED.4 S-IC.6	B2,4	A2,5	Finance Technical Skills Technology	Common Assessment
Investigate consumer rights and responsibilities.	BL-II	FN.1,2,4,5, 7,8,13,14 FN-BNK 1,2,4,7	WHST.9- 12.7		B2,4	A2,5	Technical Skills Technology Community	WorkKeys
Investigate insurance needs and obligations.	PF-VIII	FN-INS.1-5	WHST.9- 12.7	S-ID.1	B2,4	A2,5	Technical Skills Community	WorkKeys 190
Investigate advantages and disadvantages of credit use.	PF-VII	FN.2,4,8,9, 12,14 FN- ACT.1,2,3	WHST.9- 12.7	A-CED.1 A-CED.4	B2,4	A2,5	Technical Skills Finance Technology	WorkKeys
Exhibit responsibilities of employment standards including exhibiting dependability and meeting organizational defined expectations.	CD-III	FN- BNK.2,6 FN.5	L.9-12.6		B2,4 D6	A2,5,7 B1,2,4,5	Work Habits Labor Technical Skills	YES
Recognize entrepreneurship opportunities and the role of employer vs. employee.	BL-III EN- I	BM3,5,6	L.9-12.6 SL.9-12.6	S-MD.6 S- IC.6	B2,4	A2,5	Technical Skills Labor	BPA-Small Business Managemen t Team Work Keys

DISTRICT NAME: Southeast Island School District

Follow professional ethics including software licensing, copyright and intellectual property laws.	IT-I,II	BM2,5,6 IT 4	WHST.9-12.8 L.9-12.6		B2,3,4	A1,2,5,7	Technical Skills Technology Work Habits	Statement of Authenticity
Encourage CTSO involvement.	IT-XVII EN-I CD-IV CD-V	BM3,5,6	L.9-12.6 SL.9-12.6 SL.9-12.1.a-d		B2,3,4 C4 D6 E7,8	A2,5	Technical Skills Technology Planning Labor Work	BPA Competitions
Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	All Aspects of Industry/ Systems	Assessment
							Habits	
Research career opportunities in the Business/IT career area.	EN-I CD-II	BM3,5,6	L.9-12.6 SL.9-12.6 WHST.9-12.6	S-MD.6 S-IC.6	B2,3,4	A1,2,3,4,5,6,7 B1,2,3,4,5	Technical Skills Planning Technology	AKcis Portfolio 191
Investigate/recognize safe use of tools and equipment, cyber safety and ergonomic safety in the workplace.	IT-III IT-XV BL-III	BM5,6 IT4	L.9-12.6 WHST.9-12.8		B2,4	A1,6	Technical Skills Health/Safety	AK EED Safety Manual Business & Information Systems
Practice and promote ethics and ethical behavior in the workplace.	M-V BL-I	BM2,5,6 IT4	WHST.9-12.8	S-MD.6 S-IC.6	B2,3,4	A,1,2,5	Technical Skills Work Habits Management	CTSO Participation Work Keys

Instructional Resources

DISTRICT NAME: Southeast Island School District

List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies) All Aspects of Industry P - Planning

M - Management

F - Finance

TP - Technical and Production PT
- Principles of Technology

L - Labor Issues

C - Community Issues

HSE - Health, Safety, and Environment

PWH - Personal Work Habits

Recommended Textbook: Managing Your Personal Finances, South-Western Publishing

Resources: www.handsonbanking.com (Sponsored by Wells Fargo)

www.bpa.org

www.teamgoals360.com

www.akcis.org

www.educ.state.ak.us/tls/CTE/YES.html

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CTE Course Description and Standards Crosswalk

Course Information	
Course Name	Careers and Portfolio
Course Number	C&P 1
Number of High School Credits	0.5
Sequence or CTEPS (You must first have the Sequence or CTEPS entered into the EED-CTE system.)	Education
Date of district Course Revision	4/10/2024
Career & Technical Student Organization (CTSO)	
CTSO embedded in this sequence	None
Occupational Standards	
Source of Occupational Standards	Alaska Employability Standards
Names/Numbers of Occupational Standards	Youth Employability Skills (YES), 2001
Registration Information	
Course Description (brief paragraph – as shown in your student handbook or course list)	Careers and Portfolio is an orientation to the variety of career opportunities organized as career pathways. Through experiences in the technical classrooms, field trips, guest speakers and self-exploration, participants will obtain a better understanding of career opportunities. Career pathways which will be included are, agriculture and natural resources, business and information technology, real world design, hospitality/tourism, entrepreneurship, health occupations, and welding technology, fisheries, logging, and mining. In addition each student will build a portfolio of potential career choices and research on each career, a resume, letters of reference, cover letter, goal statement, college or post secondary education options or trainings, and scholarship applications.
Instructional Topic Headings (please separate each heading by a semi-colon)	Self-Assessment, Career Planning, General Career Exposure, Specific Career Searches, Career Field Trips, Activities within CTE Pathways, Youth Employability Skills.
Summative Assessments and Standards	
Technical Skills Assessment (TSA)	Y
Course addresses:	Identifying potential career path choices and understanding the skills and preparation needed to pursue a career path choice.
New Alaska ELA and Math Standards	Y
Alaska Cultural Standards	Y
All Aspects of Industry (AAI)	Y
Core Technical Standards	Y
Employability Standards	Y
Employability Standards	
Source of Employability Standards	Youth Employability Standards from the Department of Labor
Tech Prep	

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Current Tech Prep Articulation Agreement? (Y/N)	No
Date of Current Agreement	
Postsecondary Institution Name	
Postsecondary Course Name	
Postsecondary Course Number	
# of Postsecondary Credits	

Additional CTE Course Information

Author	
Course developed by	Nick Higson and Amy McDonald
Course adapted from	New Curriculum (AKCIS, Live Binders, Career Ready 101, ALEX System, Alaska Performance Scholarship, ACT WorkKeys)
Date of previous course revision	04/02/14
Course Delivery Model	
Is the course brokered through another institution or agency? (Y/N)	No

Standards Alignment

Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	All Aspects of Industry/ Systems	195 Assessment
Investigate careers as they relate to community, organizational structure, revenue sources and labor market.	INFO: A-F; YES: 1A, E;4B; 7B,C	Career Ready Practices	W 4,8,9	F-IF.2	A7	B3	Labor, Community, Management	Portfolio Internet/Comm Project, AKCIS
Identify occupation-specific skills and aptitudes.	Career Development : H.01-H.06 Job Seeking Skills: H.07-H.16	AG4	W 7,8,9 RI 9,10		E1	A2	Principles of Technology	Portfolio career Exp. & research, Internet/Comm Project Portfolio career
Identify occupation-specific professional organizations.	INFO: A-F	AG4	W 4,8,9		A7	B5	Labor	Portfolio career Exp. & research,

DISTRICT NAME: SOUTHEAST ISLAND SCHOOL DISTRICT

Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	All Aspects of Industry/ Systems	Assessment
			RI 9,10					Internet/Comm Project
Identify personal skills, aptitudes, and attitudes.	SCANS: ALL; YES; ALL	Career Ready Practices	RT 3 W4 L1, L2		D 6	B1	Labor, Technology, Production Skills, Personal Work Habits	Portfolio Journal
Experience lab activities for each identified pathway.	Career Development : H.01-H.06	AG4	W 7,8,9 RI 9,10		B 2 E 1	B4	Technology Skills	Portfolio Journal 196
Model employability skills.	Fundamentals of Communication: D.01 – D.16 Ethics in Communication: D.21-D.22	AG-ENV1-5	W 2 SL 1,2,4,5	S-IC.6	A 1 B 2,3,4 E4	B1	Personal Work Habits	Portfolio Employability Skills
Develop an effective resume.	CS.01.01.01.a, 02.03.01a, 02.03.03a, 03.01.01.1	AG1-6; AG-ENV2; AG-NR2	RT 2-4, RI 4 L3 W4, W8	N-Q.1.-3; G-MG.1-3; S-IC.3; S-IC.6	C4	A1; B1; B2; B3; D6	Personal Work Habits	Portfolio Resume
Identify workplace issues and concerns.	SCANS: TS B-D, F;	ENV5	SL 3,4,5		B4	A7	Labor, Technology,	Portfolio Oral

Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	All Aspects of Industry/ Systems	Assessment
	YES: 1C, E; 4A; 5A; 6A-B; 7C						Production Skills	Presentation
Create a career plan.	Career Development : H.01-H.06 Job Seeking Skills: H.07-H.16	AG4	W, 7, 8, 9 RI 9,10		D6	B2	Personal Work Habits, Business Planning	Portfolio Course Work
Participate in career and portfolio classroom activities	Career Development H.01-H.06	Career Ready Practices	SL 3,4,5		D2, D5	A3	Technology Production Skills, Personal Work Habits	Portfolio Leadership 197
<i>Add extra rows as necessary by using the Tab key.</i>								

Instructional Resources

List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies)

LiveBinders website with Alaska PLCP resources: <http://www.livebinders.com/play/play?id=1193391>

AKCIS website: https://acpe.alaska.gov/STUDENT-PARENT/College_Career/AKCIS

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ALEX System website: <https://alexsys.labor.state.ak.us>

Career Ready 101 website: <http://www.careerready101.com>

Alaska Performance Scholarship website: http://acpe.alaska.gov/STUDENT-PARENT/Grants_Scholarships/Alaska_Performance_Scholarship

ACT WorkKeys website: <https://www.act.org/workkeys>

Career Solutions Publishing: <http://www.careersolutionsgroup.com/>

SkillsUSA: <http://www.SkillsUSA.org>

CTE Course Description and Standards Crosswalk

Course Information	
Course Name	Introduction to Nautical Skills
Course Number	NAU 1
Number of High School Credits	.25
Sequence or CTEPS (You must first have the Sequence or CTEPS entered into the EED-CTE system.)	Agriculture, Food and Natural Resources
Date of district Course Revision	4/10/2024
Career & Technical Student Organization (CTSO)	
CTSO embedded in this sequence	SkillsUSA
Occupational Standards	
Source of Occupational Standards	International Maritime Organization (IMO) Standards of Training & Certification for Seafarers (STCW) United States Coast Guard
Names/Numbers of Occupational Standards	IMO STCW 95 Table A-V1/1-4, USCG Table 10.910-2, USCG & IMO Service Regulations
Registration Information	
Course Description (brief paragraph – as shown in your student handbook or course list)	Introduction to Nautical Skills is a 6-week class for high school juniors and seniors. It is taught by licensed captains from AVTEC’s Maritime Training Center and is designed to introduce students to the maritime industry, providing them with a basis for working in a boating occupation.
Instructional Topic Headings (please separate each heading by a semi-colon)	Subjects covered in this course include: vessel terminology; safety; communications at sea; plotting your location with latitude and longitude; laying out a course line; time/distance/speed problems; knots and hitches; getting a job on a boat
Summative Assessments and Standards	
Technical Skills Assessment (TSA)	Y
Course addresses:	
New Alaska ELA and Math Standards	Y
Alaska Cultural Standards	Y
All Aspects of Industry (AAI)	Y
Core Technical Standards	Y
Employability Standards	Y
Employability Standards	
Source of Employability Standards	Alaska State Employability Standards

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Tech Prep	
Current Tech Prep Articulation Agreement? (Y/N)	N
Date of Current Agreement	
Postsecondary Institution Name	
Postsecondary Course Name	
Postsecondary Course Number	
# of Postsecondary Credits	

Additional CTE Course Information

Author	
Course developed by	Matt Widaman
Course adapted from	Previous Version
Date of previous course revision	5/19/17
Course Delivery Model	
Is the course brokered through another institution or agency? (Y/N)	N

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Standards Alignment

Student Performance Standards (Learner Outcomes or Knowledge & Skill Statements)	Specific Occupational Skills Standard	Common Technical Core Standards	New Alaska ENG/LA Standards	New Alaska Math Standards	Alaska Cultural Standards	Employability / Career Readiness Standards	All Aspects of Industry/ Systems	Assessment

DISTRICT NAME: Southeast Island School District

1. Students will understand and identify Vessel Terminology, including: Deck, Bow, Stern, Bulwark, Hull, House, Keel, Gunwale/Gunnel, and the Weather Deck. Students will also identify room terminology	IMO STCW 95 table A-VI/1-1 & A-VI/1-4		R4.2		E	A6	Principles of Technology	Lab
2. Students will use proper terminology in giving directions on a boat, and identify common equipment on deck as well as water-related terms.	IMO STCW 95 table A-VI/1-1 & A-VI/1-4				D	A6	Principles of Technology Management	Lab report
3. Students will identify the types of vessels and navigation items commonly used in the marine industry.	IMO STCW 95 table A-VI/1-1 & A-VI/1-4		R4.2		E, D, B	A5	Management Technology Production Skills	Lab
4. Students will recognize primary causes of boat deaths, and identify the types of Personal Floatation Devices (PFD's).	IMO STCW 95 table A-VI/1-1 & A-VI/1-4		R4.2		A, B	A6	Health, Safety and Environment	Lab
5. Students will understand the importance of trip preparation and planning and identify the primary areas of planning, including: weather, fuel, float plan, equipment, Load property, survival gear and personal survival kits	IMO STCW 95 table A-VI/1-1 & A-VI/1-4		R4.2 W4.2		A, B	A6	Health, Safety and Environment	201 Lab Observation
6. Students will be able to identify and correctly demonstrate the ability to tie the following knots: Square, Bowline, Sheet bend, Double Becket Bend, Clove Hitch, Cat's Paw, Figure 8, Running Bowline, French Bowline, Carrick Bend, Round Turn & Two Half Hitches, Fisherman's Bend, Barrel Hitch and Timber Hitch.	American Merchant Seaman's Manual Ch 1 Deck Exam Illustration Book - graph D030DG				B, D, E	A2	Labor, Technology Production Skills, Community	Lab
7. Students will understand the importance of communication in the marine industry, including: station bill, emergencies on a ship, types of radio	IMO STCW 95 table A-VI/1-1 & A-VI/1-4 American Merchant Seaman's Manual Ch 13		R4.2		D	A6	Principles of Technology Management	Lab

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calls, giving a May-Day call and spelling on the radio								
8. Students will be able to identify and demonstrate charting procedure in the marine industry including: discussing various global ‘projections’ onto charts and the distortions that come with each; measuring latitude and longitude in degrees, minutes, and tenths; pinpointing a location on the chart when given latitude & longitude, and conversely finding latitude and longitude when given a location; using the terms meridian and line of parallel; finding and using chart symbols and abbreviations including depth in fathoms, sea bed characteristics, and features of aids to navigation; use of chart tools and compass rose to lay out a course (rhumb) line; use of time/distance/speed calculations on the nautical slide rule to solve for any of the three; dead reckoning (calculating one’s future location on the globe when given your current location, direction, time, distance, and speed.)	American Merchant Seaman’s manual Ch 16 and US Code of Federal Regulation Title 46 (shipping) Table 10.910-2		R4.2 W4.2		D	A6	Principles of Technology Management	Lab 202
9. Students will demonstrate the use of a Nautical Slide Rule to calculate speed (knots), distance and time.	US Code of Federal Regulation Title 46 (shipping) Table 10.910-2			M8.4.1	A6			Lab
10. Students will apply their knowledge of Dead Reckoning to chart the fix, draw a course line, work time, distance and speed and apply to course line.	US Code of Federal Regulation Title 46 (shipping) Table 10.910-2			M8.4.1			Principles of Technology Management	Lab
11. Students will identify and understand the importance of a Sea Service Form and a Merchant Mariners Credential.	USCG and IMO Service Regulations		R4.2 W4.2					
12. Students will research and identify maritime careers, structure of jobs &			R4.2					

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authority on ships and how to advance in the industry								
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Instructional Resources

List the major instructional resources used for this course: (websites, textbooks, essential equipment, reference materials, supplies)

United States Code of Federal Regulation (CFR) title 46 (shipping)

- International Maritime Organization (IMO) Standards of Training & Certification for Seafarers (STCW)
- International Maritime Organization (IMO): <http://www.imo.org/Pages/home.aspx>
- The American Merchant's seaman's manual
- US Coast Guard License Examination Preparation Deck Exam Illustration Book
- Alaska Marine Safety Education Association, Marine safety Instructor Training Manual
- International Code of Signals
- Standard chart equipment includes: Charting triangles, compass, divider, straight edge, nautical slide rule

BP 6010 Goals and Objectives

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas ~~based on the high school graduation qualifying examination.~~

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of 2025 to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 — Philosophy)

(cf. 0210 — Goals for Student Learning)

(cf. 0500 — Review and Evaluation)

(cf. 5000 — Concepts and Roles)

(cf. 6000 — Concepts and Roles)

(cf. 9000 — Role of Board and Members)

Legal Reference:

ALASKA STATUTES

[14.03.075 High school graduation requirements](#) [College and career readiness assessment; retroactive issuance of diploma](#)

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) Content standards

4AAC 05.150 Performance standards

[4 AAC 06.825](#) Graduation and attendance rates

[Revised 4/2024](#)

Adopted 10/21/2004

Adoption Date: 04/09/98

AASB POLICY REFERENCE MANUAL

[9/92](#)

Southeast Island School District

AR 3310 Purchasing Procedures

Note: The following sample regulation may be revised or deleted as needed.

Purchasing Requisitions/Purchase Orders

1. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
2. Requisitions for budgeted items shall originate from personnel directly responsible for their use. All requisitions shall be given proper review for approval or disapproval by the appropriate administrative personnel.
3. Every transaction between a buyer and seller involving the transfer of property, equipment, services, or supplies shall be made by purchase order, formal contract or credit card receipt.
4. Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
5. The business office or other appropriate administrative entity shall verify the availability of funds and prepare purchase order to commit the expenditures.
6. Goods and services purchased shall be obtained at the best value consistent with standard purchasing practice. Best value shall be based on the total life cycle cost of the item; which can include an assessment of the functionality of the item and can use cost/benefit analysis to determine the best combinations of quality, service, time and cost considerations over the useful life of the item as well as possible trade-in values for items being replaced.
7. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Vendor responsiveness, maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
8. The District will maintain all records pertaining to the procurement of supplies, equipment, and services.
9. The District shall develop and maintain a log of contracts awarded for supplies, services and professional services together with any amendments to the contracts that include the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. The District may join with other units of government in cooperative procurement ventures where the best interest of the district shall be served.
10. The District shall compile and maintain, to the extent practicable, bidder and vendor lists for supplies, services and professional services utilized by the district.

11. All procurement transactions should provide full and open competition when in the best interest of the District. The District will adopt standard specifications for supplies and services wherever practicable. The standard specifications adopted by the district shall be based, insofar as possible, upon those proposed by the requesting person or department, modified as necessary to maximize clarity, uniformity, and open competition, while effectively meeting the requirements of the requesting department or individual as well as the efficient operation of the district.

Quantity Purchasing

Quantity buying shall be effected whenever practicable and feasible in order to achieve an economy of scale in accordance with the total needs of the school district.

[Revised 9/2023](#)

Reviewed 3/1/17

Adoption Date: 04/09/98

Southeast Island School District

AR 5040 STUDENT NUTRITION AND PHYSICAL ACTIVITY

PLANNING AND PERIODIC REVIEW; REPORTING

The superintendent or designee will provide an annual report to the School Board detailing progress toward reaching nutrition and physical activity goals and compliance with all physical education, physical activity and nutrition policies. Barriers to compliance, where and when they are encountered will be detailed in the annual report. A brief description of planning processes, including entities engaged in planning, will also be provided at that time.

NUTRITION

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

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

Nutrition Guidelines:

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. To the extent practicable, all schools in the district will participate in available federal school meal programs.

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

Nutrition and Dining Environment Goals

- (a) Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- (b) Schools shall encourage and facilitate access to handwashing before and after meals.

- (c) Schools shall provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.
- (d) The school district shall work to provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
- (e) The district supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

PHYSICAL EDUCATION

Note: While federal law does not require the language in the following sections on Physical Education and Physical Activity, Districts *must* have physical activity goals. The following optional language meets those requirements.

Student achievement shall be assessed based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the district. A fitness assessment shall be performed using a valid and reliable tool and used to track student progress. Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes. Waivers, exemptions, substitutions, and/or pass-fail options for physical education are discouraged. Accommodations will be made for those with medical, cultural, or religious considerations. To the extent practicable:

- (a) Physical education shall be taught or overseen by a certified teacher. When possible, physical education shall be taught by a certified/endorsed physical education teacher.
- (b) Physical education teachers shall receive annual professional development specific to physical education content.
- (c) Physical education equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.
- (d) At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

PHYSICAL ACTIVITY

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

Physical Activity Goals

The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for students throughout the school day, while decreasing sedentary time; and promote a physically active lifestyle for all community members, including students, staff, and families. To the extent practicable:

- (a) Schools shall encourage families to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- (b) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- (c) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.

OTHER SCHOOL-BASED ACTIVITIES

The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:

Communication Goals

- (a) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- (b) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.
- (c) Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with Board policy and federal regulation.

Added 4/2024

AASB POLICY REFERENCE MANUAL

9/92

Southeast Island School District

AR 5131.9 ACADEMIC HONESTY

Note: This optional regulation may be revised or deleted as desired.

Our learning community believes that the school should maintain a climate in which honesty, integrity, and respect for self and others are highly valued. Cheating is an obstacle to achieving these goals. In any of its forms, and for whatever reason, cheating undermines the value of education. We believe in the importance of learning and personal progress, and to impress upon students that one's best efforts are always required in order to achieve one's greatest potential.

The advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.

“Cheating is an obstacle to achieving these goals. Many factors lead to cheating, however, no reason makes cheating acceptable. In any of its forms, and for whatever reason cheating denies the value of education.” - Visalia Unified

Definition of Academic Dishonesty:

Academic dishonesty includes but is not limited to cheating, plagiarism, falsifying records, using unauthorized materials or tools, and other forms of academic misconduct.

Responsibilities of Students:

Students are responsible for maintaining academic honesty in all aspects of their academic work. They must complete their own work without assistance unless otherwise directed by the teacher. They must also credit all sources used in their work, including written and online sources, and must not submit work that has been previously submitted for another course, unless expressly allowed by the teacher.

Responsibilities of Staff:

District administrative and teaching staff are responsible for educating students about academic honesty and for creating an environment that promotes academic integrity. They must clearly communicate expectations for assignments and assessments, and take steps to detect and deter academic dishonesty.

Consequences for Academic Dishonesty:

Academic dishonesty will not be tolerated and may result in disciplinary action, including but not limited to a lower grade on an assignment, a failing grade for the course, suspension, or expulsion. Repeat offenders may face more severe consequences.

Reporting Academic Dishonesty:

Students, teachers, and other members of the school community have a responsibility to report incidents of academic dishonesty. Reports should be made to the teacher, a school administrator, or the district superintendent.

Educational Opportunities:

The district will provide educational opportunities to help students and staff understand the importance of academic honesty and develop the skills needed to avoid academic dishonesty. These opportunities may include workshops, seminars, and other educational resources.

In summary, academic honesty is a fundamental value of education and is critical for maintaining the integrity of the learning process. The district expects all students and staff to maintain academic honesty in all aspects of their academic work, and will take steps to detect and deter academic dishonesty. By following these guidelines, students and staff can contribute to a culture of academic integrity and ensure that the value of education is upheld.

Expanded Definitions

Deriving its root from the word honor, honesty is refraining from lying, cheating; being truthful, trustworthy or upright, sincere, straightforward and fair. The honest person is respected as one who is truthful and trustworthy. They are viewed as being of high moral character or integrity, and honor.

Cheating is defined as obtaining or providing any help on an assignment or test where the intent was that the student complete the assignment or test by himself/herself. The teacher's professional judgment will determine whether cheating has occurred. Students shall not give the instructor cause to consider their actions dishonest.

The following should be considered a sample list of types of cheating that may occur. It is not intended to be all inclusive or comprehensive.

1. Looking at someone else's paper during a test or quiz.
2. Unauthorized talking with another student during a test or quiz.
3. Using any unauthorized "cheat notes."
4. Allowing someone to see or use one's own or another's paper during a test or on any individual assignment.
5. Copying work assigned to be done independently or allowing someone else to copy one's own or another's work. Because individual teachers hold different

expectations with regard to homework, it is up to the teacher to clarify their expectations to the students regarding individual assignments.

6. Copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.
7. Giving or receiving any test information.
8. Submitting individual projects or assignments not wholly one's own, with or without the permission of the author. This may also include AI generated information and content downloaded from the internet without citing its source.
9. Fabrication or altering any information or lab data.

Tenets of our Academic Honesty Policy

To be considered when evaluating potential student infractions of the Academic Honesty Policy we strive to:

- Regard each student as an individual, deserving individual attention, consideration and respect.
- Consider the facts fully and carefully before resolving any case.
- Speak candidly and honestly to each student.
- Hold each student to a high standard of behavior, both to protect the integrity of our learning community, and to promote student moral development.
- Recognize the reality of human fallibility, as well as the stresses associated with life, and to demonstrate compassion, understanding, and a sense of humor.

(cf. 5144 - Discipline)

Created 9/2023

AASB POLICY REFERENCE MANUAL

9/92

Southeast Island School District

SISD BOARD MEETINGS CALENDAR OF AGENDA ITEMS

August	<ul style="list-style-type: none"> • Welcome Staff and Students • Crisis Response Plan Review • Student Handbook Review • Parent Involvement Policy and Handbook Review • Annual Public Notices to Parents • Six Year Capital Improvement Plan Approval • Board Policy Updates • Title I District and School-Wide Plans
September	<ul style="list-style-type: none"> • Site Enrollment • Review Student Assessment Data • Graduation Date Approvals • SISD Resolutions (AASB Call for Resolutions) • Plan AASB Leadership Conference Attendance • Annual Progress & Summary Report for Student Nutrition and Physical Activity • Work Session: ASC Officer Election Certification; ASC Training & School Year Goals/Objectives Development
October	<ul style="list-style-type: none"> • New Board Member Orientation Work Session/Oath of Office • Board President and Clerk Elections • Appoint Legislative Liaison & Advocate for AK Youth Liaison • Appoint Student Board Representative(s) • Review AASB Resolutions • Report Student Count • Board Public Opinion Survey
November	<ul style="list-style-type: none"> • Audit Review/Budget Revisions • Annual audit of student organization accounts (ASC) • AASB Conference • Review and Refresh Strategic Plan/timeline
December	No Scheduled Meeting
January	<ul style="list-style-type: none"> • Budget Revisions • Plan for February Legislative Visits • ID Lobbying Strategies & Issues for Legislative Visits • Superintendent Evaluation
February	<ul style="list-style-type: none"> • Plan for AASB Spring Fly-In (if attending) • Board Self-Evaluation/Goal Update and Review
March	<ul style="list-style-type: none"> • Budget Development • Teacher Contracts • AK STEPP Needs Assessments • School Calendar Adoption
April	<ul style="list-style-type: none"> • Graduation Attendees • Budget Development • Teacher Contracts • Capital Improvement Plan/Facility Needs Report
May	<ul style="list-style-type: none"> • Budget Development • School District Report Card to the Public • Bruce Hill Scholarship
June	<ul style="list-style-type: none"> • Budget Adoption • Board Policy Updates from AASB • Disciplinary Action Data Review • Curriculum Quarterly Reports
Every Month	<ul style="list-style-type: none"> • Policy Review • Stipend and Mileage Forms 214 • Exemplary Stakeholder Nominations



ASC Agenda

Barry C. Stewart Kasaan School
03/18/2024

Call to order:

Time: 4:26pm

Attendance: Mike Congdon , Jessica west, Karen Freese , LaNeice Cogdon

Approve the Agenda :

Motion to approve: Jessica West

Second:Karen Freese

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

Approval of last meeting minutes:Link (https://docs.google.com/document/d/1i7Ub9Zu6N4PVgnH1psQIGKKoBfj5WZ8G_7Fdfd3jcGs/edit)

Motion to approve:Jessican West

Second:Karen Freese

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

People to be Heard/ Public Comment/ Adjustments to Agenda:

Any advance requests:None

Other:None

Lead Teacher Report:

Some practice tests have been given. We will continue to test. Kids are finishing up their reports. Anna and Lily got invited to attend Washington DC. Jessica will be a chaperone. Elementary basketball had their first tournament. They did really well. Mike will be taking Anna and Lily to Juneau for the Sitka Razor Program. They will be presenting the information they have been collecting while working with Carol Fletcher. The Easter egg hunt is this Thursday the 22nd. Spring break is next week. The wood has all been stacked in the boiler room so we will be submitting a request for payment from the district for that work. Terry would like to work out all the playground equipment business. Terry contacted Rod and asked if we could get our equipment out here. It is a possibility that we will be able to get the stuff.

Treasury Report: (Terry is gone no report this meeting)

Period report covers:

Cash balance at beginning:

Income received during:

Expenses paid during period:

Cash at end of period:

Old business:

Paying off the Thorne Bay ASC for our kids and keeping track at our school. Mike dropped off the checks to the Thorne Bay ASC for the Southside kids who earned money here.

Reimbursements:

Reimburse Jessica West \$234.00 for team shirts and Karen Freese \$62.58 for Easter candy

Motion to approve: Jessica west

Second: LaNeice Cogdon

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

New Business:

Item #1: calendar vote A/B VOTE:

Mike Congdon - B,

Jessica West - B,

Karen Freese - A

LaNeice Congdon - B

Kasaan majority votes B

Adjournment:

Motion to adjourn by:: Jessica West

Second:Karen Freese

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y



ASC Agenda

Barry C. Stewart Kasaan School
04/15/2024

Call to order:

Time:4:25pm

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

Approve the Agenda :

Motion to approve: LaNeice Congdon

Second:Terry West

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Yes

Approval of last meeting minutes:Link (https://docs.google.com/document/d/1i7Ub9Zu6N4PVqnH1psQIGKKoBfj5WZ8G_7Fdfd3jG/edit)

Motion to approve: LaNeice Congdon

Second: Mike Congdon

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Yes

People to be Heard/ Public Comment/ Adjustments to Agenda:

Any advance requests:

Other:

Lead Teacher Report:

AK Star testing is this week, ending the week with a swimming activity to Craig on Friday with pizza. Getting the garden started while the sun is shining. Kids are collecting weeping Willow branches and sprouting them so we can plant trees soon. Jessica West and two girls Anna Congdon and Lily West will be traveling to DC for Closeup. The girls are trying to raise funds for the trip. Anna Congdon , Lily West , and Judah West , are putting together a presentation on the work they have been doing with Carol Fletcher of the OVK. They have been testing shellfish for PSP. The Woodshed fundraiser is almost done. We have 3 more sheds to do. We might be inviting the Thorne Bay kids to work on the sheds to help them raise funds also. We have 600 dollars coming to the ASC for the stacking of all the wood that was dumped in front of the boiler. In May we would like to have one last activity to finish the year. Mike's idea is to take the kids to the Youth Center in Craig and have them play games and eat pizza. The whole school will be invited. We would like to include the going away party for Karen Freese with our end of year parent lunch.

Motion to approve \$400.00 for the end of school activity by- Terry West

Seconded by Andy West

All in favor: Y any opposed: N

Motion passed: Yes

Motion to approve \$500.00 End of the year Parent lunch /Parent outreach - Terry West

Seconded: Karen Freese

All in favor: Y any opposed: N
Motion passed? Yes

The School is working on getting funding to work on the playground. We are working on how to engineer the playground with the land area that we have. We might need to hire a tractor in order to prepare the land. We would like a border around the playground to hold the wood chips within the area. We might need to go to the other entities in town to request donations.

Treasury Report:

Period report covers: 2/1/2024 - 2/29/2024

Cash balance at beginning: \$25,073.16

Income received during: \$0

Expenses paid during period: Check #1002 \$184.72 to LaNeice Congdon. #1005 \$201.15 Mike Congdon #1006 \$5,054.15 to Thorne Bay ASC.

Cash at end of period: \$19,633.14

In Feb. 2024 \$937.50 was paid back to the Thorne Bay ASC as a reimbursement of the Southside kids.

On March 8 2024 we received \$ 2,484.00 Check # 28946 from district for custodial (beginning of the year up to Feb).

Old business:

-Paying off the Thorne Bay ASC for our kids and keeping track of our school. - update?
This task has been completed

-Write checks for Jessica and Karen per last meeting (Jessica West \$234.00 for team shirts and Karen Freese \$62.58 for Easter candy) - already approved.

Terry West wrote check on April 15, 2024 check # 1010 to Karen Freese , check # 1011 to Jessica West.

- reserved a pool for a school party - Mike already made the reservation.

New Business:

community clean up on the 24th 10am - 11:30am - Kids will go help cleanup and then come back to the school for lunch.

We will have an elementary school teacher position open for the next school year 24/25

We will need to form a hiring committee for the new teacher.

We also need to hire a new paraprofessional for next year.

Item #1:

Motion to approve:

Second:

All in favor? Any opposed?

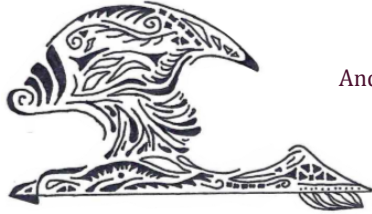
Motion Passed? (yes or no)

Adjournment:

Motion to adjourn by: LaNeice Congdon

Second: Andy West

All in favor? Y Any opposed? N Motion Passed? (yes or no)Yes



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

Meeting Agenda
March 21, 2024 3:00 PM PM

Southeast Island School District

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

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

Annual District Goals

Prepare Students for Post-Secondary Life

Provide Sufficient/Effective Staff Support

Improve Communication District and Community Wide

Increase Visibility to Share Lifestyle and Increase Enrollment

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

MEETING SCHEDULE: Hollis ASC Meetings, unless otherwise scheduled, are at 5:30 PM on the last Thursday of the month.

ALL Hollis ASC Meeting notes, agendas, and supporting documents: [☐ HOL ASC Meetings](#)

MEMBERSHIP: ALL Hollis Community members and Hollis School students and families are invited and encouraged to attend our Hollis Advisory School Council (ASC) meetings. Unless otherwise noted all meetings are in person at Hollis School or virtual via Google Meets at video call link: <https://meet.google.com/whm-fbvs-pgg>

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

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

[☐ 2023-2024 ASC Meetings - Agendas, Minutes and Supporting Documents](#)

I. **Call to order:**

A. Time: 3:03 PM

B. Individuals Present:, Peatmoss Adkison, Axe, Adkison, Dave Martin, [Jaclyn Aspery](#) ,
Excie Boykin, Lisa Cates, [Alex Brewer](#) , Rachel Brewer,

C. Online/Telephone:: Phone: Cathy Starkweather, Julie Vasquez

II. **Approval of agenda:**

Motion to approve: Axe moved to approve

Seconded: Excie

All in favor: Unanimous

III. **Approval of minutes from prior meeting(s):**

[☐ Copy of February 29,2024 Hollis ASC Meeting Notes](#)

Motion to approve: Axe moved to approve

Seconded: Excie

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All in favor: Unanimous

IV. People to be Heard/Public Comment

1. Any advance requests: none
2. Other:

V. Administrative Reports:

A. Lead Teacher Reports: will provide updates to include the following:

1. Funds are coming in for the Roger Cates "Foundation Fund" under the umbrella of the ASC. The family is writing up the parameters and will request community volunteers to service on the SHOP oversight committee. - volunteers include: Steve Castor, Lisa Cates, Dave Martin,
2. DIVE: Move & SHOP -
3. The February evening dinner and presentation meetings was a great success. Knew that March would provide challenging as so many absences, break and the fact another dinner already took place on Sunday evening.
4. We are continuing to recruit Volunteers and ASC members and leaders.
5. Moving account and setting up PayPal
6. Playground and Landscape
7. Bees, garden and greenhouse
8. New personnel:
 - a. Volunteers
 - b. Substitutes
 - c. Americorps.
9. March review our Parent Engagement plan - will send the draft prior to the meeting
10. Student activities on: Battle of the Books, Archery, and Craig and Klawock wrestling & basketball teams

B. Administrative Report (Principal/Superintendent)

1. Federal Programs Presentation/Parent Advisory Committee (At least 2-3 times per year: *will calendar with Administrator schedules.*)
2. *Other:*

C. Treasurer Report

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

Old Business:

A. Discussion items only.

1. Next month we will resume our 5:30 meeting with student prepared dinners informed by the countries they are researching. This month: Germany, Japan, & Russia, After dinner and before the meeting they will share their posters.

B. Recommended motion: None

New Business:

A. 2024-2024 Calendar Vote :

□ Calendar Proposals with Letter from Activities Coordinator.

- a. Review Calendar Committee work.
- b. Discussion: focused on start dates.

B. Recommended motion: Vote on calendar preferences.

Calendar A: 7

Calendar B: 3

Action Items:

1. **Schedule Next Meeting:** Thursday April 25, 2024 at (5:30 PM Dinner) 6:00 PM Meeting
2. Recruit more members and volunteers and hold elections in March or perhaps April so people have a change to see what is possible.

Adjournment:

- A. Motion to approve: Sophia moves to adjourn
- B. Any Opposed:none
- C. Time adjourned: 3:28



Howard Valentine Coffman Cove School

618 Howard Valentine Drive

Coffman Cove, AK 99918

(907) 329-2244



Advisory School Council Meeting Minutes

Wednesday, March 13 2024 3:00pm

Time Zone Alaska Standard Time (AKST)

Google Meet Link: <https://meet.google.com/fkf-ayti-uzw>

Call to order at 3:05pm

Approval of Agenda: *Christi N.* makes a motion to approve the agenda. *Judy A.* seconds. All in favor. Motion passes

Approval of minutes from prior meeting: *Kate H.* makes motion to approve the February minutes as amended. *Judy A.* seconds. All in favor. Motion passes

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People to be Heard/Public Comment

- A. Public Comment: *Jeffrey - gym*– See attached letter from Jeff Wetton in regards to items they would like to see purchased for the workout room. *Sylis G.* would like to sell his clothes at the bazaar. *Wyatt C.* will be selling stuff at the bazaar and will donate 1/2 to the end-of-year school trip. **Zoey C., Wyatt C, and Finn D. all donated their \$20 they won from their book they wrote to the end-of-year school trip.**

District Administration

- B. Superintendent: There is a board meeting tonight
- C. Principal: *Shaine N.* just received an email from the superintendent Rod Morrison stating that he will be based in Thorne Bay next year as it is what the district needs.
- D. Board Member(s): N/A
- E. Others: N/A

School Staff

- F. Lead Teachers' Report: *Christi N.* went to ASTE in February and the elementary school kids book that they wrote won first place with a prize of \$250! *Melissa D.* Dylan H. and Buddy W. both went to Sitka to tour AVTEC, the shipyard, and the Sealife Center. Finn D. qualified for archery national championships.
- G. Coaches' Report: N/A

ASC Board

- H. President's report: *Kate H.* wants to thank everyone for helping with Dylan's dinner and to thank all for having her as president.
- I. Vice President's report: N/A



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- J. Treasurer's report: *Judy A.*: \$125.42 spent on snacks. Student store profit of \$296 with \$142.53 spent on restocking. \$176.26 spent on graduation supplies. The Winter Dinner made \$2,597.63. There is a total of \$26,960.98 in our accounts.
- K. Secretary's report: N/A
- L. Committee reports: Uniforms: The students want to use the design they made a few years ago. Meeting will be 3/20 at 3:30pm.

Old Business

- M. Order Uniforms - order local- Meeting next Wednesday 3/20 at 3:30pm
- N. 3D Target Fundraiser - Repeat in the spring? Set date. *Janie W.* makes a motion to set the date for **April 20th 12-4**. *Judy A* seconds. All in favor. Motion passes. Meeting 3/19 @3:30pm
- O. Local Charters to take students out fishing: We will reach out this summer and try to set it up for a week in August.
- P. Create new HVCC Vision, Goals, and Mission (being worked on with Matt in AI class): Still being worked on.
- Q. Update the graduates nameplates in the lobby: *Judy* will try to drop them off again as the place was closed.
- R. Add *Karen Clark* and *Rod Morrison* to ASC Bank account and remove names of people no longer associated with CC ASC: Done
- S. Accordion gate to separate commons from classrooms: *Janie W.* is working on this and hopes to have it up by summer.
- T. Clear, written policies regarding student activities/sports-covered expenses (*Shaine & Rod*)- *Shaine N.*: no answer as of yet.
- U. Winter Dinner Fundraiser for *Dylan*- total raised-\$2,597.63
- V. Spring Bazaar Fundraiser- May 4th- 11-4; Table Price? Serve Food? *Kate H.* makes a motion to charge \$20 per table and an additional \$10 for power. *Janie W.* seconds. All in favor. Meeting April 8th 3pm.
- W. Graduation (*Kate*) - finalize tassel and decoration order- *Janie* makes a motion that if a graduation type item is in the budget that we just order it. *Hess K.* seconds. All in favor. Motion passes
- X. ASC Preschool Money for Students Sports Travel from Preschool - Nothing on this
Playground Equipment Installation- Nothing on this
- Y. Order P.E. equipment- \$150 was allotted from our ASC funds. \$89 was spent from the preschool budget on hula hoops but must be shared with other schools.
- Z. End-of-Year student trip- *Janie W.* makes a motion that we go to Sitka for our end-of-year school trip the week of May 19th. *Hess K.* seconds. *Hess K.* makes a motion that we spend up to \$5000 for the end-of-year school trip. *Kate H.* seconds. Roll call: *Christi N.*: Yes, *Kate H.*: Yes, *Hess K.*: Yes, *Judy A.*: Yes, *Maria*: Yes, *Janie W.*: Yes



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New Business

- A. Pool Party: Kate H. would like to see us have a pool and pizza party. Kate H. makes a motion to have a pizza/Pool party on April 21st and spend up to \$500. Janie W. seconds. Roll call: Christi N: Yes, Kate H: Yes, Hess K: Yes, Judy A: Yes, Maria: Yes, Janie W: Yes
- B. Workout room
 - i. Purchases: Janie W. makes a motion to spend up to \$100 ordering accessories for the workout room and to ask the community for donations. Melissa D. seconds. All in favor. Motion passes.
 - ii. Workout room/open gym rules: will address more in committee meeting. Hours 5pm-7am
 - iii. Price (120 yearly?): Janie W. makes a motion to charge \$120 membership a year or a summer and to make the hours during school days 5pm-7am. Hess K seconds. All in favor. Motion passes.
 - iv. Annual membership for helpers: Melissa makes a motion to give Janie W., Robert, Charlie K., Jeff W., Kim, and Remy free membership for the rest of 2024. Hess K seconds. All in favor. Motion passes.
 - v. Sell drinks/smoothies over summer (clear with Maddie): Teachers will get with Maddie.
- C. Box tops: Kate H. will bring more info next meeting.
- D. Ring/cameras (\$50 for one/\$100 for multiple): Ask the district for cameras for the orchard and the green house entrance. Teachers will ask.
- E. Karate fundraising (guest speaker/uniforms): Maria wants to have a fundraiser to help bring a guest speaker to the island. HVCC would split the costs with TB. His ticket is \$819 and a room in Craig is \$100 a night for 7 nights plus gas monies. Janie suggested finding a place for him in Thorne Bay or Coffman as it is closer. Maria would like a table to sell her cloth bunnies. We will see what money we have in the coaches fund to help pay for this.
- F. Baby chick sales -money back to Island Fresh after ASC incubator has been reimbursed: Hess K will be selling the chicks once they hatch.
- G. Escape Room night - all students: Movie night and escape room **April 18th 6pm-12am**
- H. Bingo/Poker Night fundraiser: Moved to next agenda. Jaine W. will work on this.
- I. Movie night - one per month - dates and options?: See G.
- J. Spring dance: Maybe have a dance after we have dinner here for the Karate special guest speaker.
- K. Fundraise over the summer: More at next meeting.



Howard Valentine Coffman Cove School

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Public comment

Next meeting scheduled for (the 2nd Wednesday of each month at 3pm)

April 10th 3pm

Adjournment at 5:15pm

Signature _____

Date _____

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Attendance:

Kate H.
Hess K
Christi N.
Judy A.
Janie W.
Melissa D.
Maria
Cerek W.
Wyatt C.
Sylis G.
Buddy W.
Lili W.
Gwynn W.
Dylan H.
Reese C.
Zoey C.
Austin K.
William K.
Aubrey C.
Finn D.
Shaine N.

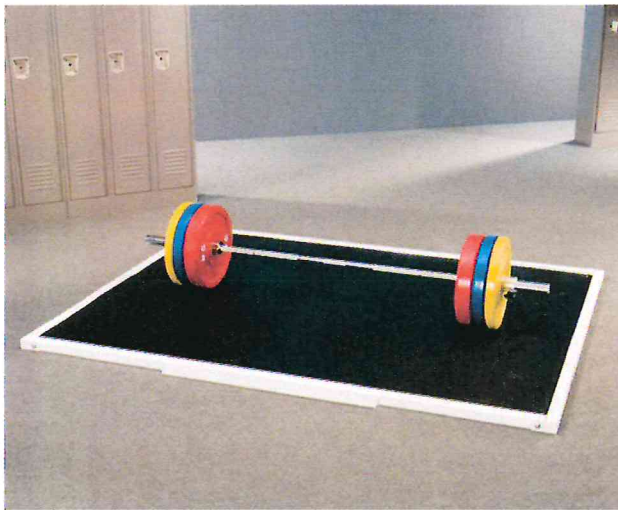
Dear Coffman Cove ASC,

First off, I would like to say thank you for making the weight room possible for the school again. I am glad, as well as other members of the community, that this has finally become a reality again. I would first like to address the equipment that I remember in the gym that hasn't been talked about, at least to my knowledge. I know for sure that there used to be a curl rack and bar to accommodate the barbell weights we currently have. This was a good piece of equipment for working triceps and biceps and it would sure be nice to have around again. It looked something like this:



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Also, there was a power platform with bump weights for doing power cleans/deadlift, if my memory serves me right. This would enable the community to do important building powerlifts and I believe should be found or purchased again when the time is right.



Then of course there are the things that I have heard about such as the bowflex, the missing dumbbells, the bar platforms for the weight rack, and the elliptical (that the church currently has).

Next I would like to talk about a wishlist. I don't know what the current budget, or future budget for the weight room is, but these things I feel would be very beneficial to the community to help build their

fitness goals. I feel currently the most important thing would be to either find the attachments for our current rack, or buy a sole power rack for doing squats and bench press. I emailed and called Tuff-Stuff about replacement parts and never heard anything back. I feel that they are not going to have parts for that machine anymore because it is old, and is no longer made by the company. A search online by me also yielded none of the parts need for the machine. Below is a link for a Power Cage I would recommend, and it is \$400 on amazon. [Power Rack](#)

Next, I would suggest getting a crossover cable machine. They are extremely versatile and allow people to work on a very wide range of resistance exercises. They are expensive, but ultimately in my experience are the most beneficial piece of equipment in a full gym. A rather good one is available on amazon for \$1,491. [Cable Cross Over Machine](#)

Lastly, I would like to suggest getting different attachments for the lat pulldown machine. These are relatively cheap, and would help everyone better utilize existing equipment. It would be very beneficial to have a curl bar [Curl Bar](#) \$36.89, and this assortment of tricep/lat pulldown accessories [Lat Pulldown Accessories](#) \$39.99.

Also it would be nice to see some mirrors around the gym to focus on form.

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Moving to another subject, making the volleyball set-up full functional. The new net arrived and looks great! However, some things are still needed to utilize it. First of the tensioners that were ordered are not going to work. Below is a tensioner that would fit the needs of the net and allow for good solid tension for years to come. [Net Tensioner](#) Also these straps would fully make the net tensioned and make it a good playable net for everyone. [Tension straps](#) Kim is willing to help financially with these needs, just let her know how and when you would need the assistance.

Thank you for taking the time to read these recommendations. I feel the gym is very important for the community, especially during the winter months, and I am so happy to see it active again. I wanted to be there today to listen to the rule recommendations and hours and to give my input on them , but I had something come up. Let me know if there is anything I can do to help. I can be reached at jeffdwetton@live.com or 907-378-6550.

Thanks,

Jeff Wetton and Kim Wong

Port Alexander ASC

Month of April Meeting

Officers: Molly President, VP Michaela, Treasure Shanna, Secretary Julia

Date/Time: April 4, 2024

Attendance: Molly, Laura, Michaela, Patrick, Julia, Shanna

Meeting called to order by: Molly at 3:53pm

Approve Minutes from March: Shanna approve, Patrick 2nd AIF

Motion to approve Agenda: Patrick, Michaela 2nd AIF

Reports:

District Office: Shaine/Rod-

Teacher: Patrick:

file:///Users/juliaandtrick/Downloads/Teacher%20Report%20April%20ASC_Board%20Report.pdf

Treasurer: Deposited the check from the district was deposited - Molly and Karen would like to buy a calendar. \$8,248.96 as of today

Student Council: N/A

Old Business from February :

- School Pictures - Sage might be interested in shooting photos in May
- STREAM Week - May 6th-7th (Monday and Tuesday)
 - Does Torin want to attend PHLIGH Club? - Doesn't want to go to Thorne Bay. Maybe Curtis can talk him into doing it with him.
 - How will district pay for Port Alexander? Julia will look into
 - Ira, Edith, Anna
 - Laura will Talk to Anna and Trevor
 - Chaperones?
 - Possibly Laura
 - Julia or Patrick
- ATTSAA
 - Flyer has had 600 shares
 - Tons of email interest and questions
 - Volunteer host parent posting has been posted - Have a few interests already

New Business:

- School Calendar Vote
 - Option A- starts August 19 ends last day of May
 - Option B - Starts August 26, goes to June 6th
 - Port Alexander's individual votes:
 - Calendar B - 6
 - Calendar A - 0

- 2nd Semester Tsunami Drill - Date:
 - Up to the Crow's nest
 - April 29th
- Earth Day: Monday, April 22 - Trischman's will let community know of a project
 - Ideas
 - Garden boxes
 - trail cleanup
 - hike
 - Beach cleanup

Next meeting: May 2, 2024

Comments: Michaela - next month's agenda - Literacy Day in May - poetry books and snack boxes should be arriving.

Adjournment: Shanna adjourns, Patrick 2nd, AIF 4:20pm



Thorne Bay School
ADVISORY SCHOOL COUNCIL Agenda
Date: Thursday, March 14th, 2024

I. Call to order:

- A. Time: 6:20pm
- B. Pledge of Allegiance
- C. Individuals Present: Tony & Lucette Lovell, Shaine Nixon, Korrissa Oatman, Amanda Blankenship, Anne & Phillip Lusted, Jay & Terri Kohn, Rod Morrison, Chris Cook, Mike Betts, Sarah Garrison, Amy Jennings.
 - 1. Visitors: Mike & Annalese Congdon, Jordan Blankenship, Avery Betts, Emma Garrison, Ella Gilley, Chamea McCormick, Lily Blankenship, Jayden Kohn, Bonnie Campbell, Nash Lovell, and Nora Lovell.

II. Approval of agenda:

- A. Motion to approve: Korissa O made a motion to approve the agenda
- B. Seconded: Terri K
- C. Any Discussion? none
- D. All in Favor? yes
- E. Any Opposed? no
- F. Motion Passed? (yes or no) YES

III. Approval of minutes from prior meeting:

- A. Motion to approve: Korissa made a motion to approve the minutes from February 8, 2024 ASC Meeting.
- B. Seconded: Terri K
- C. Any Discussion? None
- D. All in Favor? Yes
- E. Any Opposed? No
- F. Motion Passed? YES

IV. People to be Heard/Public Comment:

- A. Mike Congdon (Funds for TB Students from past fundraisers) Mike reported that some of our students that live on Southside worked with

Kasaan students in past fundraisers and earned money. The check was given to our treasurer with a list of names and amounts.

- B. Middle School Volleyball Team. They reported that they were invited to compete in a tournament in Ketchikan on March 29-30. Their season is quite short this year and this would give them more opportunity to compete and grow as a team. They requested that the ASC loan the volleyball team the funds needed to travel in the amount \$1200.

V. Administrative Reports:

A. Principal Report

- 1. School Year 2024-2025 Calendar draft for School Board to review in April. Mr. Nixon shared the two calendars with us explaining the reasons for why the committee recommends Calendar A over B.

1- It allows for a full week off in the fall and the spring. 2- It allows for a full 2 week break in winter while allowing travel time before and after the Christmas & New Year Holidays. 3- It allows for the Friday before a holiday weekend to be a non-work day for teachers. 4- It staggers Friday's needs for Inservice, workdays and non-working days. 5- It aligns SISD spring break with other POW districts, which shortens the span between winter and spring break, as well as supports Elementary and Middle school sports schedules. *Calendar B has many of the same qualities, but the start and end dates are the biggest differences. Thank you for your careful consideration of these two calendars as we look ahead to next year.

B. Superintendent/Federal Programs

- 1. Mr. Morrison reports that SISD is aggressively seeking grants. We were recently awarded a housing grant that they are in the process of seeking bids to begin work needed to improve current teacher housing and bring in new housing. They are also seeking Legislative Mini Grants to fund generators needed at each site so the site may be used in emergency situations for shelter.

C. Treasurer Report

- 1. See attached Treasurer's Report:

- a) Period for which report covers: 2/01/24 to 2/29/24
- b) Cash balance at beginning of period: \$73,053.78
- c) Income received during the period: \$3,430.86
- d) Expenses paid during the period: \$0 (Note- we are still waiting to be invoiced from SISD for our concession stand purchases this year)
- e) Cash balance at end of period: \$76,484.64

VI. Old Business:

- A. Discussion/ Update on Jerseys (Pennies) for Elementary.

1. The school is purchasing Pinnies for our Elementary. These are the reversible jersey material tank/jerseys that can be used in PE and for Elementary sports. Expected arrival date mid March

B. Discussion/ Update on Seniors Cap & Gowns request.

1. The Seniors have what they need or are getting it. There is no need for the ASC to purchase items.

C. Discussion/ Update on Wrestling Mats.

1. Neither the Thorne Bay or SISD budgets have funds to make this purchase at this time. Mr. Morrison is still searching for grants that might be able to assist. We will have another update on this at the next meeting.

D. Discussion/ Update on Concession Stand Manager.

1. Thorne Bay plans to have an elective course next year for Business and part of the class will be covering the management of the Concession Stand. Details are still being worked out. We will have another update at the next meeting.
2. A discussion is still needed to determine how profits from the concession stand are divided between the activity and the workers.

I. New Business:

A. Archery Funds requests.

1. Travel for Nationals

- a) Motion to approve: Amanda B made a motion to approve the request made by our Archery team to loan money for travel to Nationals for those students who were invited by NASP and the SISD Coordinator.
- b) Seconded: Terri K
- c) Any Discussion? The discussion included information shared about who NASP invites vs who our Coordinator invites and we would like to look ahead to next year to be more inclusive of 3D qualifiers as well.
- d) All in Favor? Yes
- e) Any Opposed? No
- f) Motion Passed? (yes or no) YES

2. Nationals Center Shot

- a) Motion to approve: Anne L made a motion to approve the request of the Archery team to pay ½ of the fees for our archers at Nationals to Practice and compete with the Center Shot Organization at Nationals.
- b) Seconded: Lucette L
- c) Any Discussion? Noted that SISD has agreed to pay ½ of the fee as well. This is an organization we have worked with before and it gives our students a chance to practice before they compete at Nationals there, and the opportunity to win scholarships and prizes. This is also the organization that our students volunteer with each year to set up 100's of targets, etc. It is a great way for our students to be prepared as they walk into such a large and potentially overwhelming space with so many people.
- d) All in Favor? Yes
- e) Any Opposed? No
- f) Motion Passed? (yes or no) YES

B. Middle School Volleyball Funds requests.

1. Travel for Tournament in KTN

- a) Motion to approve: Lucette L made a motion to approve the Middle school Volleyball teams request to borrow the \$1200 to travel to KTN for the tournament in March.
- b) Seconded: Sarah G.
- c) Any Discussion? Noted that students and chaperons are taking a school van on the ferry and sleeping in the school for the overnight trip.
- d) All in Favor? Yes
- e) Any Opposed? No
- f) Motion Passed? (yes or no) YES

C. Elementary Basketball Funds requests.

1. Customized shirts from Heppe's Indoor Store - We previously approved a request for these Jerseys but the invoice came out to be

more than the quote. Coach Korissa requests that the ASC pays the remaining \$450 of the bill.

- a) Motion to approve: Lucette L made a motion to approve the request to pay the remaining bill for Jerseys at Heppe's print shop in the amount of \$450.
- b) Seconded: Amanda B
- c) Any Discussion? These Jerseys are tops and bottoms, reversible black and gold in elementary sizes #1-25. They will stay with the school for next season and beyond.
- d) All in Favor? Yes
- e) Any Opposed? No
- f) Motion Passed? (yes or no) YES

D. School Year 2024-2025 Calendar

1. TB ASC Vote on Draft A or B

- a) This will be moved to our next meeting in order to give more time for consideration and communication.

We would like to schedule a workshop for our ASC to discuss in detail this and many more aspects of our school and the ASC's role.

Workshop scheduled for April 13, 2024 1-4pm in the school.

II. Schedule Next Meeting: **Apr 11, 2024**

- A. Motion to approve: Korissa made a motion to approve the next meeting to be scheduled for April 11, 2024 following the Dinner at 5:30pm.
- B. Seconded: Anne L
- C. Any Discussion? None
- D. All in Favor? Yes
- E. Any Opposed? No
- F. Motion Passed? (yes or no) YES

III. Adjournment:

- A. Motion to approve: Amanda B made a motion to adjourn the meeting.
- B. Seconded: Terri K
- C. All in Favor? Yes
- D. Any Opposed? No
- E. Motion Passed? (yes or no) YES - Meeting adjourned at 7:29pm



Thorne Bay School
ADVISORY SCHOOL COUNCIL Agenda
Date: Thursday, April 11th, 2024

I. Call to order:

- A. Time: 6:30pm
- B. Pledge of Allegiance
- C. Individuals Present: Tony & Lucette Lovell, Amanda Blankenship, Mel Cook, Chris & Sonya Cook, Jim McFarland, Maria Lineker, Korrissa Oatman, Sarah Garrison, Anne & Phillip Lusted.
 - 1. Visitors: by phone for a few minutes - Rob Hauk

II. Approval of agenda:

- A. Motion to approve: Lucette L made a motion to approve the agenda for today's meeting.
- B. Seconded: Anne Lusted
- C. Any Discussion
- D. All in Favor? Yes
- E. Any Opposed? No
- F. Motion Passed? (yes or no) YES

III. Approval of minutes from prior meeting:

- A. Motion to approve: Amanda B made a motion to approve the previous meeting minutes as presented.
- B. Seconded: Lucette L
- C. Any Discussion? No
- D. All in Favor? Yes
- E. Any Opposed? No
- F. Motion Passed? YES

IV. People to be Heard/Public Comment:

- A. Maria Lineker, Karate Sensei, has invited the US Olympic Head coach, who is a colleague of Maria's- to visit POW. He is donating his time. Maria is requesting that the Thorne Bay ASC and the Coffman Cove ASC split the cost of his travel and lodging in total of \$1000, so TB cost would be \$500. This will be an agenda item on the next meeting.
- B. Chris Cook made a suggestion to repaint the parking spaces in our school parking lot to allow for a bit more room between vehicles. Chris also made a suggestion that the ASC work with the school to make upgrades to our

bleachers. Some people have a hard time walking up the bleachers in the gym and we could cut out some seats near the divisions and add hand rails.

- C. Tony L - The City of Thorne Bay is beginning their planning for Thorne Bay days this summer. Let's think about ways we might get involved and support this community event.
- D. Amanda B - Thorne Bay Hosts the annual SISD STREAM week. This year it is on May 6-7 as a Mini Week. It would be great if we might be able to support this event in some way. It is primarily grant funded. If anyone has ideas, skills or time please let me know. Maybe something like a staff/adult helper gratitude room since this is an incredibly busy time of year. (STREAM = Science/Technology/Reading/Engineering/Arts/Math)

V. Administrative Reports: (Both Mr. Nixon and Mr. Morrison were absent tonight due to interviews for outer sites)

A. Principal Report

B. Superintendent/Federal Programs

C. Treasurer Report

1. See attached Treasurer's Report:

- a) Period for which report covers: 2/01/24 to 2/29/24
- b) Cash balance at beginning of period: \$73,053.78
- c) Income received during the period: \$3,430.86
- d) Expenses paid during the period: \$0 (Note- we are still waiting to be invoiced from SISD for our concession stand purchases this year)
- e) Cash balance at end of period: **\$76,484.64**

VI. Old Business:

A. SY 2024-2025 Calendar Vote

1. Calendar A or B (Attached Documents)

- a) Motion to approve: Anne L made a motion to approve the B calendar.
- b) Seconded: Sarah G
- c) Any Discussion? We talked back and forth about pros and cons, including how the later start date will be beneficial to those who rely on the summer months for income and livelihood, the benefit of traveling a bit earlier for the Christmas holiday.
- d) All in Favor? We raised our hands to vote. Calendar A received 5 votes, and calendar B received 7 votes.
- e) Motion Passed? (yes or no) Calendar B wins the vote

B. Purchase of Multi-Purpose Mats

Summary: There is grant money available to use \$4,000 towards the purchase of Multi-Purpose mats. These mats can be used for Wrestling, safety for Rock Climbing, Sleeping for traveling students in gym, etc. The total cost of the mats is \$12,000. Coach Rob is asking that we consider funding the remaining balance of this purchase in the amount of \$8,000 with a pledge from him to fundraise and pay back the ASC for \$4000 of that.

- a) Motion to approve: Lucette L made a motion to pay \$8000 toward the purchase of a multipurpose mat with the stipulations that 1. The Wrestling Team will fundraise \$4000 and 2. That clear rules will be followed in order to protect the longevity of the mat.
- b) Seconded: Sarah G.
- c) Any Discussion? Rob has a donation letter the he sent to Mr. Nixon and Mr. Morrison for approval before sending requests out to solicit donations toward the mat. It will take a minimum of 5 months to build. Rob has already requested AML donate the shipping cost and is waiting to hear back. We talked at length of how this purchase as well as other equipment needs to be more closely monitored and protected so that our equipment has a long life before needing to be replaced.
- d) All in Favor? Yes
- e) Any Opposed? No
- f) Motion Passed? (yes or no) YES

I. New Business:

A. Purchase of Storage Bins for ASC.

1. ASC has decorations, activities, supplies that need to be organized, inventoried and stored properly. Amazon has storage bins we can purchase for \$180 (8 Quantity, 27-Gallon Heavy Duty Tough Storage Container & Snap-Tight Lid, (14.3"H x 20.6"W x 30.6"D), Weather-Resistant Design and Stackable)

- a) Motion to approve: Sarah G made a motion to approve the purchase of 8 storage totes in the amount of \$180.
- b) Seconded: Korissa O
- c) Any Discussion? This will be more than enough to properly store what we have now and a couple more for what we might order in the near future.
- d) All in Favor? Yes
- e) Any Opposed? No
- f) Motion Passed? (yes or no) YES

B. Student Fund Request for Travel

1. Some students have difficulty bringing enough food and activity money on school trips. Terri suggested that students should be able to request money from their own ASC accounts from past fundraising and donations.
 - a) Motion to approve: Lucette L Made a motion to approve that the ASC accepts requests for funds, up to \$80 per day to go towards food and activities on school sponsored events.
 - b) Seconded: Sarah G
 - c) Any Discussion? Students must have the funds in their account already and submit their request to the ASC and the ASC will get the funds to the coach to be given to the student at the beginning of travel. We discussed different amounts and decided on a maximum of \$80 per day.
 - d) All in Favor? Yes
 - e) Any Opposed? No
 - f) Motion Passed? (yes or no) YES

II. Schedule Next Meeting: UPDATE - Workshop scheduled for April 13, 2024 has to be rescheduled. We will now have this workshop on 4/23 at 4:30pm in the school.

- A. Motion to approve: Tony made a motion to schedule the next ASC meeting on 5/9/24.
- B. Seconded: Anne
- C. Any Discussion? none
- D. All in Favor? Yes
- E. Any Opposed? No
- F. Motion Passed? (yes or no) YES

III. Adjournment:

- A. Motion to approve: Anne L Made a motion to adjourn the meeting.
- B. Seconded: Lucette L
- C. All in Favor? Yes
- D. Any Opposed? No
- E. Motion Passed? (yes or no) YES

Whale Pass School Advisory School Council Meeting Minuts

Tuesday, March 19, 2024

3:30 pm

Google Meet Link:

Google Meet joining info

Video call link: <https://meet.google.com/vwd-mdoa-cno>

- A. Call To order:** Meeting was called to order at 3:30 pm
- B. Approval of agenda:** Jackson Toman made a motion to approve the agenda. Tom Cook seconded the motion, all approved. Motion carried.
- C. Approval of minutes from February 29, 2024 meeting:** Jesse Dempsey made a motion to approve the minutes, Joseph Hillis seconded the motion. All approved, motion carried.
- D. People to be heard:** Andy Cook
- E. ASC Officers:**
- **Superintendent:** Rod Morrison
 - **Principal:** Shaine Nixon
 - **President—** Kayleena Toman
 - **Treasurer—** *Open*
 - **Lead Teacher—** Andy Cook
- C. Items for Advisory School Council Consideration:**
- **New Business**
 - **Discuss and approve funding for Hillis' trip to the State Spelling Bee (reimburse from receipts):** Michelle Dempsey made a motion to approve funding of travel expenses based on receipts. Andy Cook seconded the motion. All approved, motion carried.
 - **Discuss and approve funding for Kelsey's and Joseph's trip to National Archery Tournament (\$500 each?) Details of trip still being worked out. About 20 students are going.** Astrid Cook made a motion to approve \$500 for each for Kelsey Toman and Joseph Hillis for the National Archery trip to Utah. **Cody Hillis seconded the motion. All in favor, motion carried.**
 - **District PEAKS/AK Star testing window is April 8 -18th. WPS scheduled testing dates are April 15-18. Make-ups will be the following week.** Andy Cook advised the attendees on the PEAKS testing window.
 - **Astrid traveling to conference in Anchorage the week of April 8th.** Andy Cook advised attendees that of Astrid Cook's travel plans.
 - **WPS ASC account balance as of 1/31/24 was \$10,658.53. Very few if any expenses in February. Boiler check to be deposited.** Andy Cook advised attendees of the balance in the account as of 1/31/24.

- **Spring fundraiser: Twin Island Lake Road Trash pick up.**
After discussion the attendees agreed to organize the Twin Island Lake Road trash pick up fundraiser.
- **WPS will host the April 17 SISD School Board Meeting**
Decide on menu and type of presentation.
Following discussion there was general agreement that the menu would be BLT's with homemade bread, Italian subs, potato salad, apple tart, and brownies.
- **Vote on FY 24-25 calendars A and B**
Following a detailed review of both calendars the vote was as follows:
Andy Cook: Option A
Astrid Richard-Cook: Option A
Michelle Dempsey: Option A
Cody Hillis: Option A
Sharon Toman: Option A
Elisa Rosier: Option B

D. Announcements:

- ***Date of the next ASC meeting will be April 30th , 2024, 3:30pm***

E. Adjournment: Astrid Richard-Cook made a motion to adjourn the meeting. Jesse Dempsey seconded the motion. All were in favor, motion carried. The meeting adjourned at 3:43 pm.

F. Attendance: Andy Cook, Astrid Richard-Cook, Michelle Dempsey, Cody Hillis, Sharon Toman, all WPS students.

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
