



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting
Monday, September 23, 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: 12:30 PM
LOCATION: Thorne Bay School and via Zoom
1010 Sandy Beach Rd
Thorne Bay, Alaska 99919
VIRTUAL URL: <https://us02web.zoom.us/j/81797069260?pwd=IXKPW7mbooO44mJIRiZ3PkCE3tJaSQ.1>

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 6
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 Regular Meeting Minutes for August 21, 2024 8
 - B. Approval of September 2024 Financial Report 12
 - C. Employment
 1. FY 2025 Extra-duty Contracts: Donna Nixon (Comprehensive Literacy State Development Grant Liaison)
 2. FY 2025 Extracurricular Contracts: Michelle Dempsey (Whale Pass Elementary/Middle School Cross Country Coach), Robert Houck (High School Wrestling Coach), Frank Nix (High School Volleyball Coach)
 3. FY 2025 Classified Employment

- a. Hollis: Penny Clements (Cook), Allison Hoy (Custodian)
 - b. Thorne Bay: Amanda Blankenship (Small Business & Concession Management Coordinator with Instructional Duties), Dixie Somerfield (Lead Cook), Audrey Wopart (Social and Emotional Learning Coordinator with Instructional Duties)
 - c. Whale Pass: Michael Dempsey (Custodian, Wood-fired Boiler Operator)
 - d. District: Tristine Morrison (Paraprofessional: Speech/Occupational Therapy/Homeless Program), Calvin Slayton (On-call Maintenance Technician)
- D. FY 2025 Classified Employment, pending receipt of required documentation: Mackenzie Denham (Paraprofessional, Naukati), Allison Hoy (Paraprofessional, Hollis), Nicole West (Paraprofessional, Kasaan)

9. ADMINISTRATIVE/BOARD REPORTS

A. Superintendent Report

1. Area Principal/Dean of Students Report

- a. AK-TRAILS Correspondence/Homeschool 21
 - b. Barry Craig Stewart Kasaan School
 - c. Hollis School 23
 - d. Howard Valentine Coffman Cove School 27
 - e. Naukati School 28
 - f. Port Alexander School 30
 - g. Thorne Bay School
 - h. Whale Pass School 32
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 - 3. Business Report 36
 - 4. Child Nutrition Program Report 37
 - 5. Greenhouse/Agriculture Program Report
 - 6. Maintenance Report
 - 7. Special Services Report
 - 8. State & Federal Programs/Grants Report 38
 - 9. Technology Report

B.	Student Board Representative Report	40
10.	UNFINISHED BUSINESS	
A.	Action on Administrative/Board Reports	
B.	2nd Reading of BP 5138, Student Possession & Use of Portable Electronic Devices, Including Cellular Phones	41
11.	NEW BUSINESS	
A.	Addendum to the FY 2025 Professional Services Agreement with Cindy Edes dba Koru Kids Pediatric Therapy, for Occupational Therapy Services (\$23,580)	
B.	Resolution 25-02: A Resolution to Purchase a Vehicle with the Capacity to Tow Heavy Loads.	45
C.	1st Reading, AASB Proposed Policy Updates	
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2.	BP 5121, Grades/Evaluation of Student Achievement	48
3.	BP 5123, Promotion/Acceleration/Retention	50
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6.	BP 5131.5, Vandalism, Theft, and Graffiti	55
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8.	BP 5141.3, Health Examinations	62
9.	BP 5141.31, Immunizations	64
10.	BP 5141.51, At-risk Youths	66
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13.	BB 9320, Meetings	73
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D.	1st Reading, Board Policy Review	
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2.	BP 0510, School District Report Card	

3.	BP 0520, School Accountability	82
4.	BP 0530, Discontinuation or Closure of Schools	87
12. INFORMATION ITEMS		
A. Letters and Communications		
B. Reports and Information		
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2.	Board Policies and Administrative Regulations for Board Review	
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3.	Calendar of Agenda Items	114
4.	Advisory School Council Meeting Minutes	
a.	Barry Craig Stewart Kasaan	115
b.	Thorne Bay	
c.	Hollis	117
d.	Port Alexander	120
13. ADVANCE PLANNING		
A. October 2024 Regular Meeting: 3rd Wednesday is October 16, 2024		
B. AASB Annual Conference (November 7-10, 2024 - Anchorage, AK)		
14.	PUBLIC COMMENT	122
15.	BOARD COMMENT	
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
August 21, 2024**

MINUTES

Location: Thorne Bay School, 1010 Sandy Beach Road, Thorne Bay, AK and
Audio/video conference via Zoom

CALL TO ORDER

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

ROLL CALL

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

Quorum: yes

APPROVAL OF AGENDA

Motion: Approve the agenda

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

WELCOME TO VISITORS

Board Clerk Sandy Curtis welcomed visitors: Maria Santolupo, Cassandra Christopherson, Megan Christopherson, Brandy Prefontaine, Mackenzie Slayton, Karen Clark, Terri Kohn, Melissa Dougherty, Shaine Nixon, Christi Nixon, Scott Randall, John Stevens, Kara McCoy, Amanda Baker, Sophia Starkweather, Lisa Cates, Julie Vasquez, Steve Castor, Jose Vasquez, CJ Vasquez, David Keys, Hesperus Keys

PUBLIC COMMENT

Kara McCoy commented regarding inservice and working with the school district. John Stevens commented regarding the Classified Handbook change formatting, Terri Kohn commented regarding staff and the board.

APPROVAL OF CONSENT AGENDA

Motion: Approve the consent agenda, including the May 15, 2024 regular meeting minutes; the June 28, 2024 special meeting minutes; the August 2024 financial report; and employment including FY 2025 administrator contract addendum for Astrid Richard-Cook; the FY 2025 teacher contract, pending receipt of required documentation, for Jay Mihal; FY 2025 teacher contract addendums for Lisa Cates, Cassandra Christopherson, Sharlet Collins, Michael Congdon, Anthony Cook, Sonya Cook, Steven Cunningham, Melissa Dougherty, Matthew Gore, Martha Hill, April Hoy, Philip Lusted, Donna Nixon, Mackenzie Slayton, Julia Trischman, Patrick Trischman, Julie Vasquez, Ginger White; FY 2025 lead teacher extra-duty contracts for Lisa Cates, Cassandra Christopherson, Michael Congdon, Anthony Cook, Mackenzie Slayton, Patrick Trischman, Julie Vasquez; FY 2025 Extra-duty contracts for Cassandra Christopherson, Anthony Cook, John Stevens; FY 2025 extracurricular contracts for Katherine Reynolds, Brandy Schmitz-Prefontaine; FY 2025 classified employment for Judy Adamson, Janie Wainscott, Amanda Baker, Nicholas Brazille, Amanda Hendrixson, Jessica West, Robert Deuel, Ernest Jones, Pamela Martensen, Shanna Smith, Paul Young, Tari Cook, Sarah Garrison, Joshua Hayes, Jack Nicholson, John Stevens, Michelle Dempsey, Peggy Dempsey, Scott Randall, Brandy Schmitz-Prefontaine.

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

ADMINISTRATIVE/BOARD REPORTS

Rod Morrison gave the Superintendent's report. Topics included: training and inservice, 1st day of school, staff longevity recognition, staffing, SISD website, and shout-out recognitions.

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

Principal/Dean of Students Shaine Nixon share information projects, staff, inservice, meal prep, traveling to schools. AK-TRAILS Program Coordinator Cassandra Christopherson shared information about enrollments, learning plan progress, advertising, and the Handbook for AK-TRAILS. Lead Teacher Lisa Cates shared information about inservice, hiring, and events at Hollis School. Lead Teacher Cassandra Christopherson shared information about collaboration, getting ready for school, and staff help at Naukati School. Business Contractor Lucienne Smith welcomed staff. Greenhouse/Ag Program Manager Brandy Schmitz-Prefontaine shared a presentation about the Greenhouse/Agriculture program. Maintenance Director Scott Randall shared information about outstanding support, wood boiler training, boiler system maintenance, front stairs at Thorne Bay campus.

BUSINESS ITEMS

Motion: Approve Resolution 2025-01, a resolution in support of the Alaska Housing & Finance Corporation Grant Application.

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

Motion: Approve the purchase and installation of aluminum stairs for the Thorne Bay Campus, not to exceed \$18,000.

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

Motion: Approve the FY 2025 Handbooks, including the AK-TRAILS Handbook, the Classified Employee Handbook including new salary schedules, the Coaches & Chaperones Handbook, the Student/Parent Handbook, and the Teachers' Handbook.

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

Motion: Approve the service contract that are \$10 or more ie 11.d.1 FY 2025 professional services contract with More than Words for Speech and Language Pathology Services for \$40,460, along with 11.d.2 with Cindy Edes dba Koru Kids Pediatric Therapy, for Occupational Therapy Services for \$10,830.

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

Motion: Approve the FY 2026-2031 Six-year Capital Improvement Plan.

By: Lovell

Second: yes

Student Representative Vote: Yea: 1; Nay: 0

Board Vote: Yea: 4; Nay: 0

Resolved: motion passed

ADVANCE PLANNING

The next regular Board meeting will be in Port Alexander on September 19, 2024 [the date was later changed to September 23, 2024].

PUBLIC COMMENT

Hesperus Keys commented regarding the greenhouses.

BOARD COMMENT

Molly Kimzey commented regarding board seats and upcoming board seat vacancy. Debbie commented on the AASB Annual Conference. Tony Lovell commented on the housing grant. Sandy Curtis commented regarding the start of the school year.

ADJOURNMENT

Motion: *We adjourn*

By: *Lovell*

Second: *yes*

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

Board Vote: *Yea: 4; Nay: 0*

Resolved: *motion passed*

Time: *7:18 PM*

Shannon Silverthorn, Board President

Date

Sandy Curtis, Board Clerk

Date



SOUTHEAST ISLAND SCHOOL DISTRICT

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

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: 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: September 12, 2024

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the monthly September Board Reports.

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

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

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

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

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

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

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

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 9 / 24

Fund	Received		Estimated Revenue	Revenue %	
	Current Month	Received YTD		To Be Received	Received
100 GENERAL OPERATING FUND	361,888.44	1,090,928.80	5,710,520.00	4,619,591.20	19 %
205 PUPIL TRANSPORTATION FUND	0.00	79,537.00	219,924.00	140,387.00	36 %
255 FOOD SERVICE FUND	0.00	0.00	142,000.00	142,000.00	0 %
256 FRESH FRUIT & VEGETABLES	0.00	0.00	1,078.13	1,078.13	0 %
260 TITLE I-A BASIC	0.00	0.00	89,328.00	89,328.00	0 %
261 TITLE I-C MIGRANT	0.00	0.00	101,569.00	101,569.00	0 %
264 Title IVA INNOVATIVE	0.00	0.00	12,379.00	12,379.00	0 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	0.00	22,055.00	22,055.00	0 %
268 TITLE VI-B IDEA	0.00	0.00	54,404.00	54,404.00	0 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,434.00	4,434.00	0 %
271 CARL PERKINS	0.00	0.00	22,000.00	22,000.00	0 %
272 SAFETY & WELL BEING	0.00	0.00	10,000.00	10,000.00	0 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	0.00	50,000.00	50,000.00	0 %
275 HOMELESS - EHCY	0.00	0.00	1,000.00	1,000.00	0 %
358 SOAR - KLAWOCK	0.00	0.00	8,500.00	8,500.00	0 %
360 INDIAN EDUCATION	0.00	11,907.00	11,907.00	0.00	100 %
365 REAP	0.00	3,173.00	3,173.00	0.00	100 %
366 SELECT - KLAWOCK	0.00	0.00	93,000.00	93,000.00	0 %
370 SUCCEED	0.00	0.00	499,660.00	499,660.00	0 %
375 TEACHER HOUSING	0.00	18,201.61	110,000.00	91,798.39	17 %
381 USDA SPECIALITY CROP BLOCK GRANT	0.00	0.00	44,388.84	44,388.84	0 %
501 CIP-DISTRICT MAJOR MAINT	0.00	0.00	25,000.00	25,000.00	0 %
515 AEA-DENALI COMMISSION COFFMAN COVE BIOMASS GAP	0.00	0.00	164,915.00	164,915.00	0 %
536 20-002 HOLLIS K-12 SCHOOL REPLACEMENT DESIGN &	0.00	0.00	414,940.74	414,940.74	0 %
711 STUDENT AGENCY FUND AGRICULTURE	0.00	618.32	0.00	-618.32	%

Grand Total:	361,888.44	1,204,365.73	7,816,175.71	6,611,809.98	15 %
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SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 9 / 24

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL OPERATING FUND	68,256.95	595,358.03	5,710,883.00	5,710,883.00	5,115,524.97	10%
205 PUPIL TRANSPORTATION FUND	446.16	8,224.72	138,262.00	138,262.00	130,037.28	6%
231 DOEED STAFF DEVELOPMENT	1,416.35	2,610.26	0.00	0.00	-2,610.26	0%
255 FOOD SERVICE FUND	2,435.80	53,167.42	293,235.23	293,235.23	240,067.81	18%
256 FRESH FRUIT & VEGETABLES	15.86	8,640.87	1,078.13	1,078.13	-7,562.74	801%
260 TITLE I-A BASIC	750.00	12,469.32	89,296.55	89,296.55	76,827.23	14%
261 TITLE I-C MIGRANT	47.82	3,263.91	102,107.00	102,107.00	98,843.09	3%
264 Title IVA INNOVATIVE	0.00	0.00	12,328.35	12,328.35	12,328.35	0%
266 TITLE IIA PRINCIPAL/TEACHER	-261.96	513.04	22,037.40	22,037.40	21,524.36	2%
268 TITLE VI-B IDEA	0.00	0.00	53,225.00	53,225.00	53,225.00	0%
270 TITLE VI-B SEC 619 PRESCHOOL	0.00	0.00	4,426.00	4,426.00	4,426.00	0%
271 CARL PERKINS	0.00	10,087.86	21,985.13	21,985.13	11,897.27	46%
272 SAFETY & WELL BEING	5,928.74	5,928.74	10,000.00	10,000.00	4,071.26	59%
274 TITLE IA SCHOOL IMPROVEMENT	0.00	0.00	49,981.87	49,981.87	49,981.87	0%
275 HOMELESS - EHCY	0.00	0.00	999.97	999.97	999.97	0%
280 CSLD	6,178.50	6,178.50	172,145.95	172,145.95	165,967.45	4%
353 RURAL UTILITIES SERVICE	0.00	10,248.00	609,098.68	609,098.68	598,850.68	2%
358 SOAR - KLAWOCK	0.00	8,500.00	8,500.00	8,500.00	0.00	100%
360 INDIAN EDUCATION	0.00	0.00	11,907.00	11,907.00	11,907.00	0%
365 REAP	0.00	3,173.00	3,173.00	3,173.00	0.00	100%
366 SELECT - KLAWOCK	2,995.64	92,228.84	93,000.00	93,000.00	771.16	99%
370 SUCCEED	7,947.61	26,680.30	499,660.00	499,660.00	472,979.70	5%
375 TEACHER HOUSING	846.50	8,152.80	50,000.00	50,000.00	41,847.20	16%
381 USDA SPECIALITY CROP BLOCK GRANT	184.08	12,756.54	44,388.84	44,388.84	31,632.30	29%
501 CIP-DISTRICT MAJOR MAINT	1,135.00	1,135.00	25,000.00	25,000.00	23,865.00	5%

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 9 / 24

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	%
						Comm.
515 AEA-DENALI COMMISSION COFFMAN COVE	0.00	35,384.50	164,915.00	164,915.00	129,530.50	21%
536 20-002 HOLLIS K-12 SCHOOL	0.00	23,098.52	414,940.74	414,940.74	391,842.22	6%
711 STUDENT AGENCY FUND AGRICULTURE	179.71	867.65	0.00	0.00	-867.65	0%
Grand Total:	98,502.76	928,667.82	8,606,574.84	8,606,574.84	7,677,907.02	11%

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 9 / 24

100 GENERAL OPERATING FUND

Function / Object	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
000					
0000					
30 EARNINGS ON INVESTMENTS	2,201.44	3,613.07	0.00	-3,613.07	** %
40 OTHER LOCAL REVENUES	300.00	1,200.00	25,000.00	23,800.00	4 %
50 STATE REVENUE	0.00	0.00	562,734.00	562,734.00	0 %
51 STATE-FOUNDATION PROGRAM	359,387.00	1,078,161.00	4,462,920.00	3,384,759.00	24 %
56 TRS On-Behalf	0.00	0.00	292,972.00	292,972.00	0 %
57 PERS On Behalf	0.00	0.00	44,074.00	44,074.00	0 %
150 FEDERAL SOURCES THRU THE STATE	0.00	0.00	290,000.00	290,000.00	0 %
230 OTHER-SALE OF PROP & EQUI	0.00	6,860.55	0.00	-6,860.55	** %
250 TRANSFER FROM OTHER FUNDS	0.00	0.00	32,820.00	32,820.00	0 %
299 PRIOR YEAR PO REVENUE	0.00	4.18	0.00	-4.18	** %
Function Total:	361,888.44	1,089,838.80	5,710,520.00	4,620,681.20	19 %
Org Total:	361,888.44	1,089,838.80	5,710,520.00	4,620,681.20	19 %
625 NAUKATI					
700 STUDENT ACTIVITIES					
40 OTHER LOCAL REVENUES	0.00	90.00	0.00	-90.00	** %
115 ARCHERY					
Function Total:	0.00	90.00	0.00	-90.00	** %
Org Total:	0.00	90.00	0.00	-90.00	** %
628 THORNE BAY					
700 STUDENT ACTIVITIES					
40 OTHER LOCAL REVENUES	0.00	1,000.00	0.00	-1,000.00	** %
109 MS-ELEM WRESTLING					
Function Total:	0.00	1,000.00	0.00	-1,000.00	** %
Org Total:	0.00	1,000.00	0.00	-1,000.00	** %
Fund Total:	361,888.44	1,090,928.80	5,710,520.00	4,619,591.20	19 %
Grand Total:	361,888.44	1,090,928.80	5,710,520.00	4,619,591.20	19 %

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	489.01	1,700.02	224,683.00	224,683.00	222,982.98	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	58,610.00	58,610.00	58,610.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	11,617.00	11,617.00	11,617.00	0
600 OPERATIONS & MAINTENANCE	3,419.40	6,849.87	75,404.00	75,404.00	68,554.13	9
700 STUDENT ACTIVITIES	0.00	50.00	7,487.00	7,487.00	7,437.00	0
Org Total:	3,908.41	8,599.89	379,301.00	379,301.00	370,701.11	
624 KASAAN						
100 REGULAR INSTRUCTION	1,407.14	2,097.02	232,678.00	232,678.00	230,580.98	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	59,007.00	59,007.00	59,007.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	11,617.00	11,617.00	11,617.00	0
600 OPERATIONS & MAINTENANCE	788.16	2,457.45	41,000.00	41,000.00	38,542.55	5
700 STUDENT ACTIVITIES	0.00	40.00	6,819.00	6,819.00	6,779.00	0
Org Total:	2,195.30	4,594.47	352,621.00	352,621.00	348,026.53	
625 NAUKATI						
100 REGULAR INSTRUCTION	17.70	777.55	186,629.00	186,629.00	185,851.45	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	81,242.00	81,242.00	81,242.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	11,617.00	11,617.00	11,617.00	0
600 OPERATIONS & MAINTENANCE	1,522.71	3,678.70	71,173.00	71,173.00	67,494.30	5
700 STUDENT ACTIVITIES	0.00	140.00	6,841.00	6,841.00	6,701.00	2
Org Total:	1,540.41	4,596.25	359,002.00	359,002.00	354,405.75	
628 THORNE BAY						
100 REGULAR INSTRUCTION	295.50	3,780.57	452,226.00	452,226.00	448,445.43	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	3,000.00	3,000.00	3,000.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	810.03	220,406.00	220,406.00	219,595.97	0
400 SCHOOL ADMINISTRATION	0.00	0.00	99,514.00	99,514.00	99,514.00	0
450 SCHOOL ADMIN SUPPORT SRVC	0.00	4,270.15	34,489.00	34,489.00	30,218.85	12
600 OPERATIONS & MAINTENANCE	11,673.39	30,868.69	279,835.00	279,835.00	248,966.31	11
700 STUDENT ACTIVITIES	294.60	2,329.14	40,856.00	40,856.00	38,526.86	5
Org Total:	12,263.49	42,058.58	1,130,326.00	1,130,326.00	1,088,267.42	
632 WHALE PASS						
100 REGULAR INSTRUCTION	42.84	453.87	152,916.00	152,916.00	152,462.13	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	68,185.00	68,185.00	68,185.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	9,172.00	9,172.00	9,172.00	0
600 OPERATIONS & MAINTENANCE	302.88	1,345.87	37,529.00	37,529.00	36,183.13	3
700 STUDENT ACTIVITIES	0.00	20.00	6,451.00	6,451.00	6,431.00	0
Org Total:	345.72	1,819.74	275,753.00	275,753.00	273,933.26	
649 DISTRICT WIDE						
100 REGULAR INSTRUCTION	1,396.00	4,632.67	138,619.00	138,619.00	133,986.33	3
140 CORRESPONDENCE INSTRUC	366.59	2,733.28	175,893.00	175,893.00	173,159.72	1

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	0.00	0.00	3,000.00	3,000.00	3,000.00	0
220 SPED SUPPORT SRVCS-STUDNT	2,606.64	19,483.20	163,471.00	163,471.00	143,987.80	11
300 SUPPORT SERVICES-STUDENTS	0.00	1,220.43	15,275.00	15,275.00	14,054.57	7
352 LIBRARY SERVICES	0.00	0.00	645.00	645.00	645.00	0
353 Technology	2,505.52	13,804.28	168,742.00	168,742.00	154,937.72	8
354 INSERVICE	697.99	3,570.88	10,900.00	10,900.00	7,329.12	32
400 SCHOOL ADMINISTRATION	1,377.79	1,575.38	102,753.00	102,753.00	101,177.62	1
450 SCHOOL ADMIN SUPPORT SRVC	0.00	4,270.07	30,394.00	30,394.00	26,123.93	14
511 BOARD OF EDUCATION	2,424.91	9,200.31	111,862.00	111,862.00	102,661.69	8
512 OFFICE OF SUPERINTENDENT	2,622.48	27,267.87	330,040.00	330,040.00	302,772.13	8
550 DISTRICT ADMIN SUPRT SRVC	25,653.22	128,613.52	335,639.00	335,639.00	207,025.48	38
600 OPERATIONS & MAINTENANCE	4,565.79	298,950.36	670,369.00	670,369.00	371,418.64	44
700 STUDENT ACTIVITIES	0.00	1,030.16	109,812.00	109,812.00	108,781.84	0
900 OTHER FINANCING USES	0.00	0.00	60,000.00	60,000.00	60,000.00	0
Org Total:	44,216.93	516,352.41	2,427,414.00	2,427,414.00	1,911,061.59	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	8.83	757.56	326,774.00	326,774.00	326,016.44	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	82,618.00	82,618.00	82,618.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	11,617.00	11,617.00	11,617.00	0
600 OPERATIONS & MAINTENANCE	893.36	1,859.62	59,053.00	59,053.00	57,193.38	3
700 STUDENT ACTIVITIES	0.00	70.00	9,070.00	9,070.00	9,000.00	0
Org Total:	902.19	2,687.18	490,632.00	490,632.00	487,944.82	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	2,833.85	13,431.85	198,568.00	198,568.00	185,136.15	6
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	25,787.00	25,787.00	25,787.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	11,617.00	11,617.00	11,617.00	0
600 OPERATIONS & MAINTENANCE	50.65	1,117.66	52,612.00	52,612.00	51,494.34	2
700 STUDENT ACTIVITIES	0.00	100.00	5,750.00	5,750.00	5,650.00	1
Org Total:	2,884.50	14,649.51	295,834.00	295,834.00	281,184.49	
0.00Fund Total:	68,256.95	595,358.03	5,710,883.00	5,710,883.00	5,115,524.97	10 %
Grand Total:	68,256.95	595,358.03	5,710,883.00	5,710,883.00	5,115,524.97	10 %



**AK-TRAILS
BOARD REPORT
Sept. 2024**



Enrollment: We've had a little fluctuation, but have settled in with 14 full time K-12 students, two students dual enrolled with one of our district site schools, and a senior who is enrolled with us for 3 classes needed for graduation. We currently have 3 elementary students, 2 middle schoolers, and 12 high schoolers. 3 additional AK-TRAILS students are currently taking advantage of the AATSA program at PA, and should return to AK-TRAILS after its conclusion.

Classes: The beginning of the school year was a whirlwind of meetings, getting laptops in the hands of students, setting up classes, and ordering curriculum. All 17 learning plan meetings have been conducted (all but new arrivals within the first week and a half of school). The majority of parents have received their curriculum, and students are busy working away! We have students taking GERs, but also interest driven elective classes in everything from aviation to equestrian studies. Some students are even taking college courses through the Alaska Advantage program, and others are enjoying distance delivered district-taught classes such as Russian, or Ginger White's EdRising Leadership Development class.



Sports & Events:

We have 6 AK-TRAILS high school students participating in volleyball in Thorne Bay! Everyone is very excited for this season.

Two 10th grade AK-TRAILS students applied for (and were subsequently chosen for) the recent 9th-10th grade post secondary

opportunity excursion to Ketchikan and Juneau. Students toured the UAS campuses and technical education centers in both cities, and also visited the glacier! Two AK-TRAILS 11th graders are excited for the upcoming 11th-12th grade post secondary trip to Anchorage, Soldotna, and Valdez.



Testing: We have encouraged MAP and Mclass assessments for all students. Some families have taken advantage of this, but many others have opted out. Of the families desiring testing, all but one student has been assessed, and this is planned. Thank you to Matt Gore and the Coffman Cove staff for making this happen!

Professional Development: This summer, Cassandra Christopherson finished up a graduate certificate in literacy and language development through the University of Alaska Anchorage. As part of her practicum, she provided individualized instruction for a handful of students in our district for three weeks. This fall, Cassandra is enrolled in a Reading Assessment & Instruction course, working towards a master's degree as a Reading Specialist through the University of Alaska Southeast.

Report Respectfully 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."



HOLLIS SCHOOL
 SEPTEMBER 16, 2024
 SISD BOARD REPORT

2024-2025 Target Word:

Foundation

A formidable foundation must exist to enable our Hawks to soar as self-directed, lifelong learners. Our depth and breadth of powerful learning experiences, as guided by shared vision, professional standards, Anchors, and connection create our intentionally flexible, dynamic, and resilient Foundation. A Foundation that values our past while incorporating the unexpected, and innovative opportunities for growth and improvement all the while celebrating a school culture informed by new ideas, questions, mistakes, multiple perspectives, ideals, and connections with each other, our Anchors, our community, and all whom have come before us.



2024-2025 Opening Day Flag Ceremony at our Hollis School sign crafted with logs donated by Hollis’s Island Custom Lumber (Jay Balcom) carved by Wrangell Artist Denny Leak which incorporate our salvaged sailboat.mast pole.

Gratitude: *Doyackshin, Gunalchéesh, Háw'aa, Muchas gracias, Salamat po, Thank you, Thank you from all of our Hollis School student community – Tsimshian, Tlingit, Haida, Spanish, Tagalog English*



Thank you Scott Randall and Steve Castor and an amazing list of community volunteers and SISD staff for finding and, in one case literally building, the path we needed to move the school from a recovering construction site to an inviting and intentional multimodal, multi-age, learning community informed by permaculture and best 21st Century Teaching practices.



Thank you Mariia for supporting our staff and students. We celebrate the amazing menus and resources you provide and thankful for your willingness to get us thru staff transitions to teach us required processes all the while supporting the entire school district. The kids love their meals.



Thank you Terri Kohn helping us to access vehicles to support student transportation when the bus is not an option. bus is not an option. We appreciate you.²³

Southeast Island School District Vision, Mission, and Goals

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

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

Focus Areas: We are relying upon the focus areas to drive our school planning:

We believe...

- in a unique and powerful educational experience.
- students will be provided a challenging education unique to their individual needs.
- students are valued and honored.
- ongoing relevant staff development is vital.
- in mutual respect.
- early childhood education is essential to later success of students.
- in establishing relationships with communities and other resources to provide for whole family wellness.
- in building resiliency.
- students will be provided a safe learning environment.
- in mutual accountability and communication among students, staff, parents, and community leads to students' success.

GOAL: PREPARE STUDENTS TO OVERCOME CHALLENGES AND BE SUCCESSFUL.



***MK-SHOP** - *The Mallot-Kookish Community SHOP (Students Helping Others Prosper) is launching new learning:

- We are moving forward with bringing together innovators to hammer out the farmwork for our envisioned Incubator for all SISD students to access intensive leaning opportunities in our SHOP.
- Students are exploring welding with a virtual Miller Welding tool
- We have Z space computers in place and this week our students will be exploring everything from the inside of an engine to the depth of space as spare of their DIVE projects.



The Core Focus for our student's 2024-2025 learning includes:

- My World, My Community and Live Science: Primary
- US Regions, Landforms, and Earth Science
- US History, American Literature and Earth Science: High School



We began the year building the bird houses we had removed from the garden so we could not loose a general of birds during construction. We had a neighborhood ornithologist Stee McCurdy come in and give us to feed back. He taught us quite a bit about the birds that will use them and how we can improve them when we complete our next build.

GOAL: SUPPORT STAFF RETENTION AND PROFESSIONAL GROWTH.



We are fully staffed with an amazing crew collaborative colleague:

- Co-Lead Pre-K thru 12th Teachers Julie Vasquez & Lisa Cates
- Special Educator April Hoy
- Paraprofessional and Coach Amanda Baker
- Paraprofessional and Custodian Allison Hoy
- Cook Penny Clements



From Brightways to Online Classes all of our staff have participated in some marvelous opportunities for professional growth. Each month we plan to take a moment celebrating the dedication to professional growth of our staff. This month we introduce: Amanda Baker: "Programs that I'm participating in right now are professional development with Brightways along with


Hollis School September 16, 2024 SISD Board Report

the SSSF Scholastic National Shooting program, and local our EMS. I am currently enrolled with UAS and am taking classes towards my Bachelors Degree in Special Education. The classes I'm taking this year are Oceanography, Alaska Native Studies, and Elementary Mathematics for Teachers.

Housing to allow us to recruit and retain staff:

- Thank you to Astrid Cook for her work on a grant for Hollis staff housing.
- We appreciate the permission to flesh out a proposal to turn the vacated duplex into housing for specialists, interns, AmeriCorps Volunteers, etc. by creating a CTE project to make it happen.

GOAL: CELEBRATE AND ENCOURAGE SCHOOL AND COMMUNITY ACHIEVEMENTS AND INVOLVEMENT.

 **CELEBRATE:** High School Senior Chloe Vasquez who due to her prodigious level of independence and drive is now enrolled in and attending **dual credit courses** at Prince William Sound College in Valdez.

Community Involvement:

- *Hollis Community Council:* Teachers attend monthly to sharing and promote involvement.
- *Math Garden:* Thank you Deena Taylor for bringing ins landscape specialists to support our planning and guiding our decisions as we create the planned outdoor math garden that will have edible and medicinal plants.
- *Greenhouse:* Thank you community volunteers Dave Martin and Bonnie Castor for your efforts to not only bring our greenhouse back from an imploded construction site back to a thriving garden full of great food and learning opportunities but also
- **MK-SHOP:* Thank you community volunteers Oscar Adkison, Dave Martin, Steven Castor, Bonnie Castor for the work building our wood storage, opening up more space to allow students to work. * Hollis MK Community SHOP (Students Helping Others Prosper)
- *We are creating a second-tier volunteer for those who will not be long term or alone with students.* We have a signup list for “one and done” projects that will bring people into the school or at least allow them to be meaningfully connected.
- *Breakfast Conversations:* we are inviting community members to join us for breakfast and the following Morning Community as they share interesting topics that engage students.

Parent Engagement:

- *Signup.com:* We continue to use Signup.Com to frontload Parent Teacher conference scheduling.
- *“Tuesday Teacher Time”* meetings continue for parents to schedule quick check-in
- *Our ASC* continues to cover one meal per month for a child’s important adults share a meal with them school
- *Folders:* We have waterproof zippered folders for parents to access school documents.

Ongoing:

School of Service:

Hollis staff and students launched some ongoing service projects and others are in the planning phase. We are reviewing all of these to prioritize what should continue and what could be handed off to others. :

- Launched:

Hollis School September 16, 2024 SISD Board Report

- Updating our Gratitude bag trash pickup on Hollis Chilkat Road (we were appointed to the task by the Hollis Community Council – we are exploring getting a sign similar to those on the “Adopt a Highway” program. We are now collaborating with Craig & Klawock clean-up programs.
- Launched but in need of prioritization and further revision:
 - Hollis Resource Cooperative - Connecting People (Building Upon This with the CARES Funding project.
 - Hollis Community food pantry
 - Tiny Little library (needs repair) and we want to add a Tiny Little Pantry and we are planning a shared community refrigerator.
 - We are reaching out to the “Hollis Garden Club with hopes of revving this group to support our students learning while also sharing our rebuilt greenhouse and the soon to return raised beds, be hive, orchard, and berry patches.
- Planning:
 - Senior Service Days: designated times to support elders – chepping wood, hauling packages.
 - Community bus stops
 - Upgrading the “Alaska Kids Don’t Float “life jacket shed.
- 🎯 Citizen Science: Launched citizen science projects include:
 - ½ Mile Creek stream health monitoring and education. .
 - reporting to the US Weather Service. (this has been put on hold until the weather station is replaced).
 - documenting observations on Journey North.
 - participating in the annual virtual Monarch Butterfly migration.
 - planting a new Tulip Test Garden.
 - caring for Yellow-cedar steklings and recording our data.

⇒ FUTURE PLANNING:



We are working to bring:

- 🎯 Dancing with the Spirit back to our school.
- 🎯 outer sites to Hollis for a Build Bikes Day in our SHOP.
- 🎯 an artist to work with our students so they can draw their own Formline Hawk to replace the one in the gym.



Coffman Cove update - Sept School board meeting

1 message

Mackenzie Slayton <mslayton@sisd.org>
To: William Nixon <snixon@sisd.org>
Cc: Christine Page Haufe <cpage@sisd.org>

Fri, Sep 13, 2024 at 8:53 AM

Hello!
-- Please let me know if you need more information--

Coffman Cove Sept Update- Start of school has gone well. We now have 20 students in attendance. We went on our first Fishing trip of the year and each student was able to take fish home! We have been working in our greenhouse and are on track to help host harvest day. Students on their own time decorated and submitted over 25 ornaments for the National Christmas Tree that this year is from our own Tongass National Forest.





Naukati School

100 Heather Street
P.O. Box NKI
Naukati, Alaska 99950
907.629.4121



Sept. 2024 School Board Report

Teachers & Staff: Sharlet Collins is teaching elementary, and new teacher Jay Mihal is teaching secondary. Pam Martensen and new hire Mackenzie Denham are our wonderful paraeducators who support our students. Bob Deuel has returned as cook and wood fired boiler operator, and Tara Musser is our school custodian. Cassandra Christopherson has an office in the Naukati School this year, currently filling the role of site lead, and continuing to teach for and coordinate the AK-TRAILS Correspondence Program. Naukati is also lucky to have Special Programs and Testing Director Robbin Perkins based out of Naukati, and North end special education teacher Matt Gore spending a large chunk of time at our site each week. In addition, over the past couple of weeks, we have had support from Hollis based special education teacher April Hoy, who has been visiting our site to assist as needed.

Enrollment: As we start the count period, Naukati has 14 students. Five students are in the elementary class, and 9 are secondary. 11th grade holds our largest grouping of students.

Elementary Happenings: Sharlet has been working with students on developing routines and building a classroom climate focused on inclusivity. We have a couple of students who are new to public school this year and are adjusting to the norms.

Secondary Happenings: Jay spent many years abroad, and is bringing his vast knowledge into the classroom by offering a district-wide Russian I elective, and also by teaching classes such as World History. Students are also enjoying Jay's weightlifting elective!

Sports: Over the summer, Naukati elementary students Kayden Jones and Landon Collins traveled with Whale Pass students to Idaho for a Taekwondo tournament, where they were *very* successful, placing first in all categories they completed in! Elementary students are now participating in cross country with coach Ernie Jones. High school students have been traveling to Thorne Bay nightly to participate in volleyball practice. We have 7 total Naukati players! Thank you to Sharlet Collins, Ernie Jones, and Jay Mihal, who have been acting as volunteer drivers to transport our players each evening.

Testing: Naukati has completed MAP testing!

Events: On September 18th, Naukati hosted an open house. Rod and Shaine came out and grilled hamburgers and hotdogs, and many community members and parents came out for the event.

Accomplishments: Naukati staff is working together as a team, and we are feeling really good about our school climate and culture!



Report respectfully submitted by Cassandra Christopherson

Port Alexander Board Report

September

We started off an excellent school year. Our ATTSA students all arrived safely after having the experience of getting stuck in Sitka due to unflyable weather.

Once they did arrive we started off with Kayak training and getting to know the community.

We have few elementary students, but have been keeping them strong in the core subjects in the morning, and have been integrating them into our ATTSA activities in the afternoon. We are all learning from each other on the importance of the ecology connection between the Tongass forest and the North Pacific Ocean.

Check out more photos on the Facebook posts on our Community Facebook Page:

<https://www.facebook.com/groups/19264018073>

Week 1 - [Alaska Tides to Tongass Science and Arts Academy - A T T S A A](#)



Exploring the connection between the Tongass National Forest and the North Pacific Ocean. Thank you Matt Kirchhoff for the wealth of knowledge about Forest Ecology, seabirds, and history of PA prior to the 70's!

Week 2- [Alaska Tides to Tongass Science and Arts Academy - A T T S A A](#)

Forage to Finish- students became experts at identifying medicinal plants in the Tongass, and learned how to turn a plant into medicine!



Studied the understory of an Old Growth Forest and the lack of understory in a Second Growth Forest.



Week 3- Alaska Fishery Unit

[Alaska Tides to Tongass Science and Arts Academy - A T T S A A](#) students studied different fisheries of Alaska. Toured a tender boat, charter boat, troller

boat, long lining boat, and a seiner boat. We were also able to visit the hatchery and gained experience feeding the salmon, and the process of “Egg Take” for pink salmon! Thank you all for

making it happen for these students!



We also have ongoing projects for the students this year. A species checklist of all the organisms in Port Alexander. Two history projects split into two different time frames. History of

Port Alexander from 1913-1950. Students have chosen to create a children’s book from the perspective of a Tierce (a barrel that was used to preserve fish in the early fishing days). This book will explain how the Salmon fishery was impacted in the town through the early 1900’s. They are also making a timeline at the end of the book where they will compare Port Alexander history to what was



happening in the rest of the United States.

The second history project is based from the 1950-present day. Students have been interviewing various community members to understand why Port Alexander was revived in the 1970’s. This project has also been a great way for students to meet the community members in our town!

Whale Pass Board Report
9/23/24

Hello All,

The school year has started smoothly, and there are a few notable classes that students are especially enthusiastic about.

The middle school and high school students have all taken advantage of the opportunity to take Jay Mihal's Russian course. They love the history and culture that Jay weaves into the course, and are using Russian phrases during the school day!

The materials for the Engineering and Design course have arrived. This course has been a real favorite among the students each time it is offered. It involves them budgeting, planning, as well as designing and building a project of their choice. Another elective this year is Art. We are taking a page from the school in Kasaan, and doing stop-motion animation. The students are deep into creating their characters, designing and building their sets, and learning how to use the editing software. Everett has provided the school with Ipads that he has loaded the editing software onto, which is a huge support for the kids.

We appreciated Mr. Morrison visiting our school and spending time with us during Science class. He delivered the Whale Pass School spirit carpets, which have added a nice touch to the classroom.

Michelle picked up numerous titles from the Dungeon, and we created a "library" right in the classroom so that students always have access to interesting books right at hand. The Tae Kwon Do program has spread to Coffman Cove. Additionally, there was a nice write-up in this month's Island Post about the program.

As cooler weather has arrived, we are thankful for the progress made on repairing and replacing the heating systems in the school. Ms. Peggy made German chocolate cake to celebrate!

Sincerely,

Anthony Cook
Lead Teacher
Whale Pass School
Whale Pass, Alaska 99950





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

Activities Board Report
September 2024
Submitted by Amanda Blankenship

There is a link to the [District Wide Public Calendar](#) on the Activities Page of SISD.org.
All activities will be posted on this calendar.

Elementary & Middle School Cross Country -

9/14 9am @ Klawock
9/21 10am @ Thorne Bay
9/28 10am @ Craig
10/5 Elementary 10 am @ Hydaburg
10/5 Middle School 12 @ Schonebar

High School Volleyball Season began on 9/11 - Welcome Coach Nix from Kasaan!
This year we will have a Mix6 team consisting of students from Naukati, Kasaan & Thorne Bay. Practices will be in Thorne Bay. The competition schedule will be shared soon.

Still looking for a coach for DDF!

NEW ACTIVITY - We would like to provide a new option for our High School students and will be hiring a coach for **Drama/Debate/Forensics**. This is a great opportunity for any high school student to participate in. If you have students who may be interested please start talking about it. The season spans from September to February.

COLLEGE TRIPS -

Grades 9//10 trip September 16-18th
Grade 11/12 trip September 24-29th

Picture Day will be 9/23 at the Thorne Bay Campus (on the stage in the gym). We will be getting pictures of **ALL students & staff and class/ school group photos**.

9/27-28 PHlight Club in Thorne Bay for students in 7th-12th grade. Applications can now be completed online. We would love to have as many adults there for as much time as possible - show up and show our students you support them!

9/30 & 10/1 Mike Donahue with Value Up

Mon 9/30
All elementary at TB
Tuesday 10/1
All secondary at Naukati

10/2 HS Wrestling begins - Welcome Coach Houck! We will have wrestlers from Coffman Cove, Naukati & Thorne Bay.

10/8 Harvest Day at Coffman Cove.

10/7 Middle School Basketball Practices begin.

Games this year will be on Fridays & Saturdays in a Round Robin schedule. Each day's schedule will be shared closer to the date.

10/18 Girls @ Hydaburg

10/19 Boys @ Klawock

10/25 Boys @ Thorne Bay

10/26 Girls @ Craig

11/1 Girls @ Klawock

11/2 Boys @ Hydaburg

11/8 Boys @ Craig

11/9 Girls @ Thorne Bay

11/18-19 Island Tournament in Klawock Boys & Girls

I will be attending Region 5 Athletic Directors meeting virtually on 9/28 & 9/29.

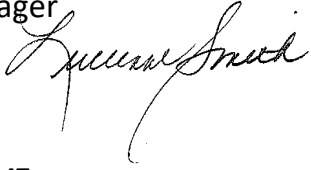


SOUTHEAST ISLAND SCHOOL DISTRICT
P.O. Box 19569, 1010 Sandy Beach Rd Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 [Email: sisd@sisd.org](mailto:sisd@sisd.org)

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

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

Date: September 12, 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 for this fiscal year:

FY 2024 Audit: The final audit is concluded and we just have a couple questions that need backup communication documentation provided, and one pass thru grant award to send to them. Since we exceeded the \$750K threshold in federal funds, the auditors conducted a State and Federal audit simultaneously.

FY 2024 ACCOUNTS RECEIVABLE – We are still trying to collect a couple of outstanding receivables with the Tlingit Haida Tribe. These were expenses that were processed with their approval against their REWARDS grant (Federal) and passed thru to us.

We are still working on obtaining our final payment for the Thorne Bay Playground, and are moving towards submitting for our final payment for the Hollis K-12 Replacement School project

FY 2025 BUDGET: We will be completing our annual budget revision once count has concluded.

***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.*



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

SISD FOOD SERVICE BOARD REPORT

09/13/2024

Submitted by: Mariia Taylor

SOUTHEAST ISLAND SCHOOL DISTRICT is participating in the National School Lunch Program's Community Eligibility Provision (CEP) this school year again. Meals will be available to all children of all our schools at no cost. SISD participates in NSLP (Nation School Lunch program), SBP (School Breakfast Program) and FFVP (Fresh Fruit and Vegetable Program).

We continue to bring fresh fruits and vegetables to our schools' lunches to provide healthy food for our students. Fresh lettuce and other greens from our greenhouse, tomatoes, cucumbers, celery, spinach, carrots, bell peppers, radish, apples, oranges, grapes are always on our menu. Some of our menu items are made from scratch.

We have implemented Offer Versus Serve (OVS) for all students for our lunches this year. It means that our students have choices to take a whole meal or to refuse a food component or two if they don't like them. Our lunches have 5 food components: protein, grain, vegetable, fruit, milk. We must offer these components to students in required amounts every lunch. But students can select at least three of five required food components in the required amounts, including at least $\frac{1}{2}$ cup of fruit and/or vegetable, to have a reimbursable lunch.



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Board Report

Astrid Richard-Cook, State and Federal Programs Coordinator

Date: Sept 23, 2024

Renew America's Schools Grant

Successfully secured in partnership with Juneau School District and Northwest Arctic Borough
Facilitated by Nils Andreasson from Alaska Municipal League

Next steps: Schedule partner meeting, plan fund utilization, prepare impact report

AHFC Housing Grant for Hollis

Application in progress for teacher housing

Partnering with Community Connections and SE Conference

Focus on alternative energy integration and boiler system connection

Next steps: Finalize application, develop comprehensive plan, explore additional funding

DEED Audit for ESEA Consolidated Grants

Scheduled for week of February 24th

Covers Title I-A, Title I-C, Title II-A, and Title IV-A grants

Admin team collecting required documentation and evidence

Next steps: Complete documentation gathering, conduct internal review, prepare involved staff

Indian Education Grant Reporting

Currently working on report

Gathering data, reviewing outcomes, ensuring criteria are met

Next steps: Complete report, review with stakeholders, submit to authorities

Recommendations:

Approve resource allocation for Renew America's Schools grant implementation

Support efforts to secure AHFC housing grant for Hollis

Consider task force for Hollis housing project

Allocate resources for DEED audit preparation if needed

Review Indian Education grant report upon completion

I remain committed to pursuing aligned funding opportunities, ensuring grant compliance, and accurate reporting. Updates on these projects, particularly the DEED audit outcomes and Indian Education grant report submission, will be provided as they progress.

Technology Department

Board Report - September 23, 2024

Updates

Devices:

- 50 new iPads with Apple Pencil and Keyboards purchased for PreK-2
- 32 new MacBook Airs purchased for 8-9 grades
- 22 new MacBook Pros for Teachers, old MacBooks passed to paras
- Technology Sale accrued roughly \$7,000+ since beginning of sale
- Computers wiped and reassigned and issued for new year and deployed
- 6 Virtual Reality headsets received from Klawock for distribution
- New Meetup 2 Camera received and in testing for video conferencing
- Hollis Building management computer re-established connections

Network:

- 2 of 5 Internet backups operational with new AP&T contract at \$110/m
- PA second Starling installed as backup not failover for primary dish
- PA internet stabilized and meeting expectations after relocation of dish
- Unifi AP installed in External Cabin building behind TNB School
- Hollis network issues investigated and resolved

Device Management:

- Claris Connect joined to Powerschool and Appleschool manager
- Improved management, deployment via Jamf with automated data entry
- Teacher iPad monitoring deployed in TNB
- Teacher MacBook Monitoring in testing phase

State Testing:

- NWEA Rosters completed for new testing year
- NWEA MAP Growth updated, tested on iPad, Chromebook and MacBooks
- Amplify Rosters completed for new testing year
- Amplify shortcuts pushed to iPads
- Testing instructions sent out to all staff for all devices

RUS-DLT Grant:

- RUS-DLT Grant testing newest camera with Viewsonic for final decision

Misc:

- Headphone adapters ordered for new iPads without headphone jacks

SISD Technology Coordinator
Everett Cook

The beginning of the school year always seems so busy! There are beginning of the year activities, sports, and so much more happening at each site.

For the past two weeks, students from Naukati and Kasaan have been traveling over to Thorne Bay for mixed-six volleyball practice. Students are very thankful and excited for the return of high school sports shared between sites! The elementary cross country runners have been working very hard at practice. So far they have run a meet in Klawock and just last Saturday in Thorne Bay.

Just last week, grades 9-10 went on a post-secondary trip. They visited Ketchikan and Juneau. Students toured UAS Ketchikan and UAS Juneau campuses. In Ketchikan they also visited the maritime training center, where they used a boat simulator, which they seemed to enjoy. I heard that two students ran into a sand bar and crashed a rescue boat during one simulation! While in Juneau the group also visited the glacier and the Juneau Technical Education Center, where they learned about different welding techniques.

Some students in grades 11 and 12 across the district will be leaving tomorrow morning to head up to Anchorage. The plan is to spend the night in Anchorage, and on Wednesday tour UAA and Alaska Pacific University, then take rental cars to Kenai Peninsula College, and on Friday take a bus from Anchorage to Valdez to tour Prince William Sound Community College, returning to Prince of Wales on Sunday.

These trips are wonderful because they help students go to places they otherwise wouldn't be able to. They provide information about colleges and career choices, and to help us decide what we would like to do and accomplish in our future. We always learn so much, and are very thankful for the opportunity.

BP 5138 Student Possession & Use of Portable Electronic Devices, Including Cellular Phones

The Board recognizes that many students possess and use ~~cellular~~cell phones and other portable electronic devices. These devices serve an important purpose in facilitating communication between the student and his or her family, as well as serving as tools to access electronic information. In the school setting, portable electronic devices are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.

(cf. 5030 - School Discipline and Safety)

Educational Uses

In ~~certain~~many instances, there is educational value in utilizing portable electronic devices ~~(data entry devices, recorders, etc.) in classrooms~~in the classroom when such devices ~~aid in extending, enhancing~~deliver content, and extend, enhance, and/or ~~reinforcing the students'~~reinforce a student's learning process related to the student's learning style, the instructional objectives of the class. ~~Approval for student and/or the learning environment. The appropriateness of in-class use of such devices will be at the discretion of the classroom teacher, upon approval of these devices consistent with the instructional use~~objectives within instructional time will be determined by the classroom teacher with the approval by the building administrator ~~(i.e. Lead Teacher or Principal).~~

Use of portable electronic devices for students with disabilities will be ~~permitted if provided for~~outlined in a student's Individualized Education Program (IEP) or Section 504 plan, as determined appropriate by the IEP or 504 Team.

(cf. 6159 - Individualized Education Program)

If use of a portable electronic device is required in individual instances (not provided for in an IEP or 504 plan) to assist a student with the student's education, ~~or in emergencies,~~ permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy. In case of an emergency, verbal permission by a teacher or administrator is required in situations where permission can be obtained.

Conditions of Use

Students may possess and use portable electronic devices including, but not limited to, ~~cellular telephones, MP3 and similar~~cell phones, smartphones, music players, ~~radios, CD players, tape recorders and players, scanners, portable digital assistants (PDAs), wireless e-mail devices~~tablets, laptops, etc., subject to limitations of this and other policies of the district ~~and under the following conditions.~~

Portable electronic devices shall not be turned on or used in any way: (1) ~~during instructional time;~~ (2) during other school sponsored and supervised group activities during the school day (for example, student assemblies, awards, or other public ceremonies, etc.); or (3) ~~2~~ when their use is otherwise prohibited by school personnel.

(cf. 6116 - Classroom Interruptions)

Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity. The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to campus needs. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

Students

Note: The following optional paragraph reflects the guidelines used by the Anchorage School District to specify permitted uses based on grade level. It may be revised or deleted as appropriate.

No student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of other student's instructional time. High school students may use cellular phones and other portable electronic devices before and after school and during the student's lunch period. ~~Cellular phones shall be turned completely off during all other times of the day.~~ Elementary and middle school students (grades K-8) may use such devices only before and after school. Additionally, no student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of other students' instructional time.

(cf. 6116 - Classroom Interruptions)

During school and school-sponsored activities, students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn ~~cellular~~ cell phones and other portable electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A cellular phone or portable electronic device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or portable electronic device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including ~~cellular~~ cell phones and other portable electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

Prohibited Conduct

Possession of a cellular telephone or other portable electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. 1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. 2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. ~~Using a camera device at school~~ 3. Taking, sending, downloading or a school-sponsored event to take, send, download or upload uploading a harassing, threatening, or inappropriate photograph of anyone.
4. 4. Using a cell phone/smartphone, or camera or other recording device to take photos or videos in a restroom, dressing room, or locker room, or to take a photo or video of any person who has requested that you not do so.
5. 5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.
6. 6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.
7. 7. Taking, using, or accessing another individual's cell phone or other portable electronic device without their permission.

(cf. 5131 - Conduct)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.41 - Violent and Aggressive Conduct)

(cf. 5131.42 - Threats of Violence)

(cf. 5131.43 - Harassment, Intimidation and Bullying)

(cf. 5131.9 - Academic Honesty)

(cf. 5137 - Positive School Climate)

(cf. 6161.4 - Internet)

(cf. 6161.5 - Web Sites/Pages)

Searches

The contents of a ~~cellular~~cell phone/smartphone, camera, or other portable electronic device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

(cf. 5145.12 - Search and Seizure)

Added 10/27/10

Adoption Date: 04/09/98

Southeast Island School District

Revised 3/2012

9/92

[AASB Policy Reference Manual](#)

SOUTHEAST ISLAND SCHOOL DISTRICT
Resolution 2025-02

WHEREAS, the Maintenance Department has identified a need for a vehicle capable of towing heavy loads in order to fulfill its duties, including transportation of heavy equipment equipment, hauling freight, facilitating snow removal, and other operational needs; and

WHEREAS, the current fleet of vehicles does not adequately support the towing requirements needed to tow heavy equipment such as the District-owned track-mounted Bobcat and District-owned forklifts, which is essential to the department's operational efficiency; and

WHEREAS, the acquisition of a new vehicle will enhance the department's ability to perform necessary tasks, improve safety, and ensure timely responses to critical needs; and

WHEREAS, the Maintenance Department has researched the available options and determined that a heavy truck with a towing capacity of at least 24,000 pounds and a gross vehicle combined rating not to exceed 26,000 pounds and with a truck bed capacity of at least 9,000 pounds is suitable for the department's needs; and

WHEREAS, the purchase of the vehicle will be funded by the Maintenance Department budget; and

WHEREAS, the total cost of the vehicle, including all necessary equipment and modifications, is estimated at between \$35,000 and \$40,000 excluding shipping; and

WHEREAS, obtaining this vehicle is in the best interest of the Maintenance Department and will enable it to more effectively meet its responsibilities;

NOW, THEREFORE, BE IT RESOLVED BY the Southeast Island School District Board of Education, that the Superintendent is hereby authorized to purchase a vehicle capable of towing heavy equipment with a towing capacity of at least 24,000 pounds for an amount not to exceed \$40,000, excluding shipping; and

BE IT FURTHER RESOLVED that the superintendent is authorized to execute any and all documents necessary to complete the purchase of the vehicle.

ADOPTED September 23, 2024, at a duly convened meeting of the Southeast Island School District Board of Education at which a quorum was present and voting.

Shannon Silverthorn
SISD Board President

Attested: _____
Sandy Curtis
SISD Board Clerk

BP 1250 ~~Visits to the Schools~~ Volunteer Assistance

The School Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and ~~interested~~other members of the community to ~~visit the schools to learn about, observe, or partner in educational and extracurricular programs.~~share their time, knowledge and abilities with our students.

The Superintendent or designee may authorize the use of volunteers. The Superintendent or designee shall ~~invite parents/guardians and the community to open house activities, specific volunteer roles,~~establish regulations to protect the safety of both students and ~~other special events.~~Announcements of these events shall have wide dissemination in the communityvolunteers.

~~(cf. 1110 – Media Relations)~~

~~Visitors are encouraged to demonstrate the highest standard of conduct and courtesy to help create positive learning environments and to comply with all policies within the school.~~Note: The following optional paragraph is offered for districts that wish to provide students the greatest possible protection, and should be revised or deleted based on the district's needs and ability to implement this policy.

All persons who wish to volunteer service unsupervised in the vicinity of students must undergo a background check.

Like employees and students, volunteers shall act in accordance with district policies and regulations.

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

~~(cf. 5141.42 – Professional Boundaries of Staff with Students)~~

~~(cf. The Superintendent or designee shall establish procedures to facilitate visits during regular school days and register all visitors at the school office when entering school grounds. Procedures for school visits will be posted in readily available locations such as the district website and in parent newsletters.~~

~~The Board recognizes the staff time and commitment required for school visits and encourages the staff to develop practices to support community participation and to accommodate as many requests for visits as possible. To ensure minimum interruption of the instructional program, visits during school hours should be first arranged with the teacher and principal/lead teacher or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.~~

~~4112.5/4212.5/4312.5 – All Personnel~~~~(cf. 3515 – School Safety and Security Check)~~

~~(cf. 3515.2 – Intruders on Campus)~~

Revised 09/2019

Adoption Date: 04/09/98

Southeast Island School District

BP 5121 Grades/Evaluation of Student Achievement

Note: The following sample policy may be revised as desired.

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards, which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

~~Evaluation~~ Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. ~~Student~~ The student's behavior and effort shall ~~also be evaluated~~ reported in separate evaluations, not in his/her academic grade.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

Note: The following optional paragraph requires performance or skill-based evaluations rather than letter grades for children in the early elementary grades and may be revised as desired to reflect district philosophy and needs.

In order to promote self-esteem and experiences of success, students ~~may~~ in kindergarten through third grade shall receive narrative performance or skill-based evaluations rather than letter grades.

~~Excused and/or~~ The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

Unexcused Absences

~~The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (12 absences per semester) are expected to make up the assignments necessary to show continual academic progress in accordance with the student's individual education plan. If the work is not made up and academic progress shown, students with chronic poor attendance may receive a low, or no, achievement mark for that semester.~~

Note: The following optional policy authorizes teachers to modify grades for students who have excessive unexcused absences and may be revised or deleted as desired. While the use of academic penalties for truancy is probably permissible, districts must bear in mind that academic penalties are a severe form of sanction with the potential for permanent harm. In adopting such a policy, several precautions should be followed. First, the school policy must be applied fairly and consistently among students; there should be no question about arbitrary or capricious enforcement. Second, the severity of the academic penalty should correspond to the gravity of the offense. Third, students should be warned ahead of time of all requirements and consequences pertaining to the use of academic penalties. Finally, students should be accorded due process before penalties are consummated, including an opportunity for the student to explain his or her conduct.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement that the student missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

Revised 8/01, 11/05, 5/16

Adoption Date: 04/09/98

Southeast Island School District

BP 5123 Promotion/Acceleration/Retention

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

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - ~~Elementary School Promotion~~ [Differential Requirements for Individuals with Exceptional Needs](#))

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

~~Note: The following paragraph requires the use of student study team when retention is recommended.~~

Note: The following paragraph requires the use of student study team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

(cf. 6164.5 - Student Study Teams)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

~~*(cf. 6146.5 – Elementary School Promotion/Standards of Proficiency)*~~

(cf. 6147 – Alaska Reads Act Intervention Programs)

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

Revised 8/2001, 5/2016, 3/17/2021

Adoption Date: 04/09/98

Southeast Island School District

~~BP 5125.3 Withholding Grades, Diploma or Transcripts~~

~~When school property has been willfully damaged or not returned upon demand, the Superintendent or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due.~~

~~This notice shall include a statement that the district may withhold report cards, diploma or transcripts from the student and parent/guardian until reparation is made.~~

~~(cf. 5131.5 – Vandalism, Theft and Graffiti)~~

~~(cf. 6161.2 – Damaged or Lost Instructional Materials)~~

~~If reparation is not made, the district shall afford the student a due process hearing and may withhold the student's report cards, diploma or transcripts if found to be justified.~~

~~If the student and parent/guardian are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student. When this voluntary work is completed, the student's report cards, diploma or transcripts shall be released.~~

~~Revised 8/01~~

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

Southeast Island School District

BP 5131.1 Bus & Bus Boat Conduct

~~Bus~~ Positive, civil, and ~~bus-boat transportation is a privilege extended only~~ respectful behavior contributes to ~~students who display good conduct while~~ the safety and well-being of school bus and bus boat passengers, drivers, and others. While preparing to ride, riding, or leaving the bus or bus boat, students are required to observe school behavioral rules, bus and bus boat. ~~Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason~~ safety regulations, and standards of conduct that provide for their safety and welfare, and the safety and welfare of others. Serious and/or repeated disciplinary problems on the bus or bus boat may result in a student ~~to be denied transportation~~ having their riding privileges suspended.

The Superintendent or designee shall inform parents/guardians and students ~~regarding~~ of regulations related to bus and bus boat conduct, bus driver and bus boat operator authority, and the suspension of riding privileges.

(cf. 3540 et seq. - Transportation)

Adoption Date: 04/09/98

Southeast Island School District

BP 5131.5 Vandalism, Theft and Graffiti

The School Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

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

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

~~*(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)*~~

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

ALASKA STATUTES

09.65.255 Liability for acts of minors

14.33.130 Enforcement of approved program [school disciplinary & safety program]; additional safety obligations

Revised 8/01

Adoption Date: 04/09/98

Southeast Island School District

BP 5131.6 Alcohol and Other Drugs

Note: Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. [AS 14.33.120\(a\)\(6\)](#). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free ~~schools~~[Schools](#) and Community Act of 1986, as amended by the ~~No-Child-Left Behind~~[Every Student Succeeds](#) Act of 2001, are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. [NCLB/ESSA](#) also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [AS 14.30.360](#) encourages districts to provide K-12 health education, including alcohol and drug abuse education. [The following sample policy may be revised as appropriate.](#)

Note: Despite the passage of [AS 17.38](#), effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.

[\(cf. E 4020 – Drug and Alcohol – Free Workplace Notice to Employees\)](#)

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The [School](#) Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/-guardians all [School](#) Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Synthetic marijuana is an illegal substance in Alaska. [AS 11.71.040-.050](#), [11.71.160](#). The following optional language prohibits the possession, use, or distribution of “prohibited drugs,” which includes all dangerous substances that pose a risk to district students.

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal if possessed by those under 21, under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the [School Board](#) supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and drug abuse.

(cf. 1410 Interagency Cooperation for Student & Staff Safety)

Note: Districts are required to establish a citizen advisory committee in order to receive [Public Law 99-570](#) funds. Additionally, [AS 14.33.110](#) requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.

To obtain the widest possible input and support for district policies and programs, the School Board shall appoint a districtwide school-community advisory committee to make recommendations related to the prevention of alcohol and other drug abuse. The committee should make its recommendations based on input from students, parents,

teachers, school administrators, and community members. The School Board also encourages the use of site-level advisory groups in this area.

(cf. 1220 - Citizen Advisory Committees)

Opioid Overdose Protection

In accordance with AS 14.30.145, the Superintendent shall ensure that:

- 1) A person trained to administer an opioid overdose drug is on site when the main school building of each school in the school district is open to students or staff, including periods when the school building is open before and after school hours and during weekend activities; and during each school-sponsored event conducted on school grounds.
- 2) The main school building of each school in the school district has at least two doses of an opioid overdose drug available on site; and
- 3) At least one dose of an opioid overdose drug is available during a school-sponsored event conducted on school grounds.

Per AS 14.30.145, a school district, school, or individual is not liable for civil damages for an injury to another individual resulting from a failure to possess or maintain an opioid overdose drug as required by the statute.

Instruction

The district shall provide ~~preventive~~preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The School Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The [School](#) Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

Note: [AS 14.20.680](#) requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues, and specific educational needs.

(cf. 6142.2 - AIDS Instruction)

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

Intervention

The [School](#) Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The [School](#) Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

~~*(Revised 11/02)*~~

Nonpunitive Self-Referral

The [School](#) Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

Recovering Student Support

~~The Board recognizes the presence of recovering students in the schools and the necessity to support these students in avoiding reinvolvement with alcohol and illegal drugs. The Board shall provide ongoing school activities which enhance recovery.~~

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol, marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

School authorities may search students and school properties for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

(cf. 5145.12 - Search and Seizure)

~~Note: AS 47.37.045 (statutes of 1990) establishes the community action against substance abuse grant fund, which may be used to fund Police In-School Liaison programs and other preventative or education programs.~~

Legal Reference:

ALASKA STATUTES

[04.16.080](#) *Sales or consumption at school events*

[14.20.680](#) ~~*Training required for teachers and other school officials*~~ [Required alcohol and drug related disabilities training](#)

[14.30.145](#) *Opioid overdose drugs*

[14.30.360](#) *Curriculum (Health and Safety Education)*

[14.33.110-.140](#) *Required school disciplinary and safety program*

[17.38.010-900](#) *The regulation of marijuana*

[47.37.045](#) *Community action against substance abuse grant fund*

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §§ 7116, 7163](#), as amended by the ~~No Child Left Behind Act of 2001 (P.L. 107-110)~~ [Every Student Succeeds Act, P.L. 114-95](#)

Revised 11/02, 1/04, 09/03/2021

Adoption Date: 04/09/98

Southeast Island School District

BP 5141.3 Health Examinations

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination upon entry into school and at regular intervals as determined by the school board. The requirement that school districts provide vision and hearing screening examinations remains. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health ~~and Social Services~~ may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of and encourages periodic comprehensive physical health examinations. ~~To determine, especially upon entry into school at the health status beginning of students, facilitate the removal of handicaps school year. In order to identify barriers~~ to learning, and determine whether treatment or special adaptations of the school program may be necessary, the School Board shall require vision and hearing screening examinations upon entry into school or as soon as practical, and at regular intervals, as necessary.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents ~~of~~ physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.

(cf. 6145.2 – Interscholastic Competition)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

14.30.065 *Supervision*

[14.30.070](#) *Physical examination required*

[14.30.127](#) *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

UNITED STATES CODE

[42 U.S.C. §§ 12101](#) *et seq.* (2014)

[20 U.S.C. §§ 1232g](#) (2013)

[20 U.S.C. §§ 1232h](#) (2002)

[29 U.S.C. § 794](#)(a) (2002)

[34 C.F.R. pt. 99](#) (2011)

Revised 4/04, 3/1/17

Adoption Date: 04/09/98

Southeast Island School District

BP 5141.31 Immunizations

Note: Effective July 1, 2009, school children must be immunized against varicella.

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, ~~and rubella~~, mumps, hepatitis A, hepatitis B, and varicella. Children ~~over the age of six shall not be required to be immunized against pertussis and children~~ over the age of 12 shall not be required to be immunized against rubella (4 AAC 06.055).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or ~~personal~~ religious beliefs, as set forth in 4 AAC 06.055(b), shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school. Exemptions must renewed annually. Personal or philosophical objections to immunizations are not permitted per 4 AAC 06.055.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.

(cf. 5112.2 - Exclusion)

(cf. 5112.6 Education for Homeless Children and Children in Foster Care)

Note: Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

Legal Reference:

ALASKA STATUTES

[14.30.065](#) *Supervision*

[14.30.125](#) *Immunization*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

Adoption Date: 04/09/98

Southeast Island School District

BP 5141.51 At-Risk Youths

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

The School Board ~~believes~~recognizes that, ~~in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal, social, economic, and societal problems. Danger signs for the various at-health circumstances of children and families may contribute to students' risk categories must be taken seriously~~of school failure. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs ~~which will~~that address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, ~~are~~engage in self-harm or express suicidal; ~~exhibit ideations, have~~ serious attendance problems, drop out of school, are abused or ~~disadvantaged children~~neglected, are experiencing homelessness, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development ~~requirements~~.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

(cf. 5131.6 - Drugs, Alcohol and Tobacco)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.41 - Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention Program)

(cf. 5148 - Child Care)

Revised 8/2001, 3/31/2020

Adoption Date: 04/09/98

Southeast Island School District

BP 6146.46146.5 Graduation Differential Requirements for Individuals With Disabilities Exceptional Needs

Course Requirements

Note: Under 4 AAC 06.078, if the disability of a student precludes the taking of regular curricular offerings, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course means a course that is aligned to the grade level content standards in 4 AAC 04.140(a) and meets the state and district graduation requirements as specified in 4 AAC 06.075. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course. A student taking a substitute course must take the state standards-based test.

The School Board recognizes that ~~curriculum-spectrum-level graduation requirements adopted for students enrolled in regular educational programs~~ regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with ~~diagnosed disabilities that prevent them from regular course requirements may complete substitute courses.~~

~~Students with disabilities exceptional needs~~ should meet the regular district requirements to the extent that their ~~abilities handicaps or disabilities~~ abilities handicaps or disabilities permit. The Individualized Education Program ~~Team~~ (IEP) team will determine if a student's disabilities preclude the student from attaining the district's ~~graduation levels regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses.~~ The determination and development of appropriate differential standards will be included in the student's ~~individualized education program. Students are required to pass the Alaska High School Graduation Qualifying Exam effective February 1, 2004 before receiving a diploma. Waivers for rare and unusual circumstances at the discretion of the State Board established through the regulation process. Students with disabilities can earn a diploma using an alternative assessment process approved on an individual basis by the Alaska Department of Education and Early Development. Students who complete IEP requirements but do not pass the AHSQE will be issued a certificate of attendance~~ IEP.

~~DIFFERENTIAL GRADUATION REQUIREMENTS FOR INDIVIDUALS WITH DISABILITIES~~

~~It is recognized that meeting the graduation requirements of SISD may be precluded by the implementation of Individual Education Program (IEP) for students with disabilities. A student who is enrolled in a special education program and following an Individual Education Program may be eligible for graduation upon the successful completion of targeted levels identified in the IEP. In rare and unique circumstances the Principal may recommend for the Superintendents approval minor deviation from the graduation requirements.~~

Standardized Assessment

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated December 2015. When administering the college and career readiness assessment, a district shall follow the Department's Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication "Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities." An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences. If the student takes the alternate assessment instead of the standards based assessment, the student is not eligible for a diploma under the Participation Guidelines. 4 AAC 06.717(f).

College and Career Readiness Assessment

Note: Effective June 30, 2016, the requirement in AS 14.03.075 that secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma is repealed. The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 College and career readiness assessments

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.078 Alternative completion requirements; ~~handicapped~~ students with disabilities

Revised 8/01, 10/03, 2/06

Adoption Date: 04/09/98

Southeast Island School District

BP 6161.2 Damaged or Lost ~~Textbooks and~~ Instructional Materials and Equipment

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

The School Board recognizes that ~~textbooks and~~ instructional materials are an expensive district resource. The Superintendent or designee may establish procedures in accordance with law to protect ~~textbooks and~~ instructional materials from damage or loss.

~~Texts and instructional~~ Instructional materials and equipment provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use. All textbooks are either Class A - brand new or Class B - used. If a student loses or damages a Class A textbook, they pay actual replacement costs of the book. If a student loses or damages a Class B textbook, they pay half of the replacement cost of that book

When ~~other instructional~~ materials and equipment are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard ~~issued textbooks and~~ instructional materials and equipment issued to the student ~~were taken~~, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

~~If reparation is not excused and not paid by the student or parent/ guardian, the district may initiate due process procedures to withhold from the student grades, diploma and transcripts.~~

~~(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)~~

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 3515.4 Recovery for Property Loss or Damage)

Reviewed 9/03

Adoption Date: 04/09/98

Southeast Island School District

BB 9320 Meetings

Note: Alaska's Open Meetings Act A.S. 44.62.310-.312 requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

~~If adequate funding is available the Board will make every attempt to broadcast Board meetings on VTC or schedule Board meetings at school sites within the District in order to encourage community involvement.~~

(cf. 9012 - Communications To and From the Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct ~~of Meetings~~)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

The Board shall hold at least eight (8) regular meetings each year. . Notice of regular meetings shall be posted at least five (5) days prior to the meeting. Unless changed by the Board, regular ~~Regular~~ Board meetings shall be held on the third Wednesday of the month at 5:30 p.m. at a District school.

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the Superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

Teleconferences~~Interactive TV (VTC)~~

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference~~VTC~~ is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference~~VTC~~ shall be taken by roll call.~~The Board also authorizes the use of teleconferences/VTC for Board meetings when receiving public comment or testimony, and during Board deliberations.~~

[The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony, and during Board deliberations.](#)

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference~~VTC~~ facilities used for the Board meeting.

~~(c.f. 9271(a) Code of Ethics)~~

Legal Reference:

ALASKA STATUTES

[14.08.091](#) *Administration*

[14.14.070](#) *Organization of school board*

[14.14.080](#) *Declaring a school board vacancy*

[29.20.020](#) *Meetings public*

[44.62.310](#) *Agency meetings public*

[44.62.312](#) *State policy regarding meetings*

Revised 2/05, 08/06, 10/07, 11/10, 11/11, 2/12

Adoption Date: 04/09/98

Southeast Island School District

BB 9322 Agenda/Meeting Materials

Note: The following optional bylaw may be revised to reflect district practice and needs.

Construction of Agenda

The School Board president and the Superintendent shall prepare an agenda for each meeting of the Board.

(cf. 9121 - Board President)

~~Normally, Board members may place any item on the agenda no later than five days before the scheduled meeting date. However, Board members may place an item on the agenda during the agenda approval process at formal meetings in consultation with the Board president.~~

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Note: A.S. 29.20.020 requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session. The Board president and Superintendent may reject a public request for a matter to be added to the agenda for any reason.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

(cf. 9012 – Communications To and From the Board)

(cf. 9323 - Meeting Conduct)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

Board Member Preparation

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the secretary and president shall make every effort to get the agenda and support materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - Board Members)

Legal Reference:

ALASKA STATUTES

[29.20.020](#) *Meetings public*

Review 1/04, 1/05

Adoption Date: 04/09/98

Southeast Island School District

BP 0500 Review and Evaluation

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

(cf. 0510 - School District Report Card)

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4115 - Personnel Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9300 - Governance)

(cf. 9400 - Board Self-Evaluation)

Legal References:

ALASKA STATUTES

[14.03.120](#) *Education planning; reports*

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) *Content Standards*

[4 AAC 06.812](#) *Alaska school performance system*

[4 AAC 06.885](#) *School recognition*

Revised 06/2006, 2/16/2021

Reviewed 01/2015

Adoption Date: 04/09/98

Southeast Island School District

BP 0510 School District Report Card

Note: ~~Under the federal [No Child Left Behind](#) [Every Student Succeeds Act](#), [School Districts](#) [school districts](#) must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. ~~In 2008, NCLB final regulations became effective and now require local school districts to report the state NAEP (National Assessment of Educational Progress) data on their report cards. Additionally, districts must include participation rates for students with disabilities and LEP students, including individual student achievement on state assessments compared to students and subgroups of students as a whole.~~ Under Alaska law, [AS 14.03.120](#), and [4 AAC 06.895](#), all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. ~~AS 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety.~~ [See AR 5030 – School Discipline and Safety](#). [Effective October 2014, school districts must annually report incidents of restraint and seclusion. AS 14.33.125. See BP 5030 – School Discipline and Safety, and BP 5142.3 – Restraint and Seclusion.](#) The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.~~

In accordance with law, the district shall prepare and disseminate an annual report card. The report card will include information about the district and its schools related to a variety of student and school performance measures, accountability, per-pupil expenditures, and educator qualifications. These reports will be developed in consultation with parents and will help ensure that parents are actively involved and knowledgeable about their schools and their child's education.

Note: Beginning with information from the 2017-18 school year, report cards must be posted annually on district websites, and disseminated directly to parents, on or before December 31 of the subsequent school year (e.g., by December 31, 2018 for the 2017-18 school year). [34 CFR § 200.31\(d\)-\(e\)](#). Dissemination to parents may be through such means as regular mail, email, or other direct means of distribution.

The annual report card will be concise and presented in an understandable and uniform format. It must be accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. The report card will be posted on the District's website and disseminated to parents.

In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from parents, ~~the~~ school staff and the community.

The [School](#) Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The [School](#) Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)

(cf. 6190 - Evaluation of the Instructional Program)

Legal References:

ALASKA STATUTES

[14.03.120](#) *Education planning; reports*

[14.33.210](#) *Reporting of incidents of harassment, intimidation and bullying*

[14.33.125](#) *Student restraint or seclusion; limitations*

UNITED STATES CODE

Elementary and Secondary Education Act, [20 USC §§ 6311\(h\)\(2\)](#), as amended by Every Student Succeeds Act ([P.L. 114-95](#) (December 10, 2015))

CODE OF FEDERAL REGULATIONS

[34 C.F.R. §200.31](#) *(amend. November 2016)*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.895](#) *Report card to the public*

[4 AAC 06.172](#) *Reporting of school disciplinary and safety programs*

[4 AAC 06.250](#) *Reporting*

Revised 2/01, 1/03, 3/04, 1/15, 10/2017

Adoption Date: 04/09/98

Southeast Island School District

BP 0520 School Accountability/School Improvement

~~Note: Section 6316 of the No Child Left Behind Act requires districts receiving Title I funds to use state and local assessments or indicators to annually review the progress of each school receiving Title I funds to determine whether the school is making "adequate yearly progress" (AYP) as defined by the state. The State of Alaska has determined that it will assess AYP for each school, district, and the statewide education system. AYP is measured by criteria set forth at 4 AAC 06.805, 06.810 and 06.812. These criteria include student performance on statewide assessments and graduation rate or school attendance. For a school or district to make AYP, all identified student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners) must meet the statewide achievement goal, or else the percentage of non-proficient students must be reduced by at least 10 percent with the group showing improvement on other academic indicators. At least 95 percent of each student group must participate in state assessments.~~
Note: The following policy reflects the Alaska Systems for School Success which measures both school performance and school progress and results in a school designation of Comprehensive, Targeted, or Universal. The school rating may result in required interventions as well as specific supports.

The School Board is committed to the successful performance of the ~~District~~district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The Superintendent shall implement ~~the following~~ requirements for ~~schools that have not achieved adequate yearly progress~~school and district accountability as determined by the Department of Education and Early Development.

If any ~~District~~district school ~~is identified for improvement~~receives a Comprehensive or Targeted designation, the Superintendent or designee shall, develop, and implement a school improvement plan in accordance with ~~federal and~~ state law. ~~This school plan~~ School and District improvement plans shall be ~~presented to the Board for approval~~approved by the School Board and submitted to the Department.

~~School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring~~

~~Note: This section applies to only those students enrolled in a school that receives Title I funds and has been identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal and state law. NCLB final regulations, effective November 2008, require school districts to notify parents at least 14 calendar days before the start of the next school year the option to transfer their children to another public school and the available school choices.~~
~~Note: A parent that elects to transfer his or her student under the school choice provisions is entitled to district provided transportation to the transfer school.~~

~~However, transportation is not required if the school is more than 50 miles from the student's home, or if the student's home and the school are not connected by road. [4 AAC 06.855](#).~~

~~Students attending a school that has failed to make adequately yearly progress for two or more consecutive years may transfer to another public school within the District, if any, that has not been identified for improvement. At least 14 calendar days before the start of the school year, parents will be notified of the option to transfer their children to another public school and the available school choices. If possible, the district will offer a choice of more than one school and will consider the parents' preferences among the schools offered.~~

~~The district will not use lack of capacity to deny parents the option to transfer. The lowest-achieving students from low-income families will be given priority for school transfer. All students transferring are entitled to enroll in classes and activities in the same manner as all other students in the school.~~

~~A student who transfers to another school under this policy may remain at that school until the student completes the highest grade offered at the school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement. All notices provided to parents/guardians and transfer requests are governed by State and federal law.~~

~~If there are no district schools available into which a student may transfer, or district-provided transportation is unavailable, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area or offer supplemental educational services to qualifying students.~~

~~Supplemental Educational Services~~

~~Students from qualifying low-income families shall be provided supplemental educational services as provided in federal and state law if they attend any District school that has been designated as Level 3 or higher by the Department. The District will provide annual notice to parents of the availability of supplemental educational services, explain its benefits and identify and describe the services of state-approved providers available within the district. Upon request, the district will assist parents in choosing a provider.~~

~~Supplemental educational services include tutoring and other high-quality research-based supplemental academic enrichment services. These services are in addition to instruction provided during the school day and should enable students to attain proficiency on assessments, as well as increased academic achievement.~~

~~The Superintendent or designee shall (enter into/prepare for Board approval) a written agreement with each provider selected by a parent. The agreement shall be prepared in accordance with law.~~

~~Note: The required terms of the agreement between the district and supplemental service provider are found at 4 AAC 06.860. Districts are advised to consult this regulation and confer with your attorney in preparing the written service agreements.~~

Website Unless the Department approves an alternative improvement planning process, the District shall prepare the school improvement plan for a school designated for Comprehensive support and improvement or Targeted support and improvement. The District shall use a computerized self-assessment and improvement program selected by the Department that addresses each of the following domains of successful schools:

(1) curriculum;

(2) assessment policy and practice;

(3) instruction;

(4) school learning environment;

(5) professional development policy and practices;

(6) leadership.

School Interventions

The Superintendent or designee shall implement comprehensive interventions for any school identified as a Comprehensive school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as Targeted schools. A plan and timeline to implement the targeted interventions shall be created by the Superintendent or designee. Interventions should consider each of the turnaround principles for Comprehensive schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The District will utilize state provided supports in implementing comprehensive or targeted interventions.

School Success

The Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department.

Parent Notification

~~Note: NCLB final regulations, effective November 2008, require school districts to publish information on their websites regarding school choice and supplemental educational services. The following language sets forth the required information.~~

~~The Superintendent/Chief Administrative Officer, or designee, shall publish on the district's website, and keep current, the following information:~~

~~The number of students eligible for~~ The Superintendent or designee shall communicate with the parents of children attending schools designated as Comprehensive or Targeted schools. The information should be in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of:

- ~~1. What the designation means, and that participated in~~ how the school choice;
- ~~2. The number of students eligible for and that participated in SES;~~
- ~~3.1. A list compares in terms of approved SES providers that serve~~ academic achievement to other schools in the district and the locations of their services ~~state;~~
 - ~~2. A list of available schools~~ The reasons for choice ~~the designation;~~
 - ~~3. Information about how the parents can become involved in addressing the academic issues that led to the designation; and~~
 - ~~4. Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.~~
- ~~4. The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.~~

Legal Reference:

ALASKA STATUTE

14.03.123 *School and District Accountability*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.800 - .899](#) School and District Accountability

[UNITED STATES CODE](#)

Elementary and Secondary Education Act, ~~[20 U.S.C. § 6316](#)~~, [20 U.S.C. §§ 6301, et. seq.](#), as amended by the ~~[No Child Left Behind](#)~~ [Every Student Succeeds Act of 2001 \(P.L. 107-110\)](#) [P.L. 114-95, December 10, 2015](#))

Revised 5/04, 8/05, 1/15

Adoption Date: 04/09/98

Southeast Island School District

BP 0530 Discontinuation or Closure of Schools

Note: This optional policy complies with 4 AAC 05.090 establishing required procedures to be followed before a school can be permanently or temporarily closed.

The School Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. ~~A school may be closed only after: public notice; consideration and adoption by the~~ School Board ~~of a~~ closure plan; and will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure. ~~These procedures shall not apply to qualifying, absent~~ emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval ~~by the Board~~ of a closure plan. The plan must provide for the continued educational services to all eligible students, including students with disabilities. ~~The plan must~~ The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

Note: The Department of Education and Early Development must approve all permanent and non-emergency temporary school closures. Permanent school closure plans will be considered approved if the Department of Education and Early Development does not disapprove the plan within 90 days. 4 AAC 05.090(b). Temporary school closure plans must be submitted to the Department of Education and Early Development for approval at least ten days before the planned closure. 4 AAC 05.090(c).

The plan will be reviewed and approved by the School Board at a public meeting. Following School Board approval, the plan will be submitted to the Department of Education and Early Development.

~~Criteria for Closing Schools – Non-Emergency~~

~~Consideration will be given to closing and/or consolidating schools in the Southeast Island School District when declining enrollment reaches a point at which continued operation of all buildings would result in detrimental effects on a part of the District's entire educational program, and would result in adverse effects on the financial management of the District. In making this determination, the District may consider the following factors:~~

- ~~1. Enrollment capacity—This consideration for approval. The plan will include minimum needed enrollment for the purposes~~ not be executed until Department of

~~providing or scheduling effective, comprehensive educational programs. In the case of a school that has fewer than 10 students, the school will be placed on a list of potential school closures. The superintendent may recommend closure within a given period of time (break of quarter) or may defer to the following school year (1st week of school.) If a school's enrollment drops to fewer than 10 students for two consecutive years during the count, the school will be closed for the following school year.~~

- ~~2. Student displacement—This will include both the number of students involved and the severity of the effects of the displacement. Positive as well as negative effects will be considered. Location of the school in relation to other schools students might attend as well as statewide programs available to students shall be considered.~~
- ~~3. Permanency of decision—This will include consideration of economic and demographic trends in the affected area.~~

4. Financial factors—This will include possible loss of revenue to the District as a result of closing, as well as potential savings for the District due to building maintenance Education and operation Early Development approval.

Emergency Closure Days

The Superintendent may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students. ~~For emergency closures of five days, staff, or longer approval shall be sought from the Commissioner of Education, community. To the extent practicable, the Superintendent shall consult with the Department of Education and Early Development and with federal and state health and safety agencies.~~ In all cases of emergency closure, the Superintendent shall notify the School Board and the Department of Education and Early Development, in writing, within 24 hours ~~and take immediate steps to modify the school term and reopen the school.~~

Note: Under 4 AAC 05.090(h), a district may, on a form prescribed by the Department of Education and Early Development, apply to the Commissioner for approval to substitute an emergency closure day for a day in session or a day used for in-service training. The Commissioner may approve all, none, or some of the days the school was closed as emergency closure days, and require that the district replace the remaining days. In determining whether to approve, deny, or partially approve the request, the Commissioner will consider (1) the extent to which the district implemented a continuation of educational services plan during the closure; (2) the depth and quality of the educational services the district provided to students during the closure; (3) if the district had warning of the pending emergency, the extent to which the district used the warning to prepare for continuation of educational services specific to the pending emergency; (4) the communication with families of students to facilitate delivery of educational services during the emergency; (5) the nature and duration of the emergency; (6) whether teachers and administrators were in on-duty

status working to deliver educational services during the emergency; (7) the academic needs of the students in the district; and (8) the public interest.

As soon as practicable after ordering an emergency closure, the Superintendent shall submit a modified calendar to the Department of Education and Early Development. The calendar will be modified using one or more of the following options:

1. if the original calendar provided for more than 180 days, reduce the number of days in session or days used for in-service training for the school, so the combined number of days in session and days used for in-service training under the modified calendar remains in compliance with state law (AS 14.03.030);
2. designate emergency closure days in place of days in session or days used for in-service training if the emergency closure days have been approved by the Commissioner of Education;
3. designate additional days that the school must be in session to replace school closure days that were not reduced under (1) of this subsection or approved as emergency closure days by the Commissioner.

(cf. 6111 - School Calendar)

If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

Legal ~~reference~~Reference:

ALASKA STATUTES

[14.03.030](#) School ~~term~~Term

[14.33.120](#) School Disciplinary and Safety Program

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.090](#) Discontinuation or closure of schools

Added 5/04

Reviewed 6/06, 1/15

Revised 12/06

Adoption Date: 04/09/98

Southeast Island School District



2024

JULY

18-21 AASB Board of Directors Summer Meeting — Kotzebue, Alaska

SEPTEMBER

14-15 Fall Boardsmanship Academy — Pike's Waterfront Lodge, Fairbanks

OCTOBER

2-3 Maintenance Employees Conference — The Lakefront Anchorage

NOVEMBER

7-10 AASB's 71st Annual Conference & Youth Leadership Institute — Hilton Anchorage

11 AASB Board of Directors Meeting — Hilton Anchorage

DECEMBER

12-13 Executive Administrative Assistants Training — Hotel Captain Cook, Anchorage

13-14 Winter Boardsmanship Academy — Hotel Captain Cook, Anchorage

2025

FEBRUARY

7-10 Legislative Fly-In and Youth Advocacy Institute — Elizabeth Peratrovich Hall,
Juneau



2025

APRIL

25 AASB Board of Directors Meeting — The Lakefront Anchorage

26-27 Spring Boardsmanship Academy — The Lakefront Anchorage

JULY

TBD AASB Board of Directors Summer Meeting — TBD

SEPTEMBER

20-21 Fall Boardsmanship Academy — Marriott Anchorage Downtown

OCTOBER

8-9 Maintenance Employees Conference — Clarion Suites, Anchorage

NOVEMBER

13-16 AASB's 72nd Annual Conference & Youth Leadership Institute — Hilton Anchorage

17 AASB Board of Directors Meeting — Hilton Anchorage

DECEMBER

11-12 Executive Administrative Assistants Training — Embassy Suites, Anchorage

12-13 Winter Boardsmanship Academy — Embassy Suites, Anchorage

AR 0510 School Site Report Card

Note: Pursuant to AS 14.03.120 and ~~4 AAC 06.1704~~ AAC 06.895, the "School District Report Card to the Public" must include the items ~~specified below~~; specifically enumerated therein. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts.

Annually, the principal or designee shall prepare a report on ~~the~~their school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By ~~July 1~~October 31 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the State Department of Education and Early Development and shall include: the required disclosures set forth in AS 14.03.120 and 4 AAC 06.895.

- ~~1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;~~
- ~~2. the number and percent of district students who achieved applicable standards on state assessments;~~
- ~~3. a comparison between the performance score for the school or district and the the number and percent of district students who achieved applicable standards on state assessments, disaggregated by subgroups;~~

- ~~• Economically disadvantaged students~~
- ~~• Students with disabilities~~
- ~~• Students with limited English proficiency~~
- ~~• Students with disabilities~~
- ~~• African-Americans~~
- ~~• Alaska Natives and American Indians~~
- ~~• Students of two or more races~~
- ~~• Asians or Pacific Islanders~~
- ~~• Hispanics~~
- ~~• Whites~~
- ~~• Males~~
- ~~• Females~~
- ~~• Migrants~~
- ~~• Not migrant students~~

- ~~4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;~~

- ~~5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under [4 AAC 06.815](#);~~
- ~~6. a comparison between the performance score for the district and the performance score for the state as a whole;~~
- ~~7. the number and percentage of students not tested;~~
- ~~8. the number and percentage of students in each subgroup not tested;~~
- ~~9. the most recent two-year trend in student performance in each subject area for each grade level;~~
- ~~10. a description of student, parent community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;~~
- ~~11. attendance, retention, dropout, and graduation rates as determined under [4 AAC 06.895\(i\)](#);~~
- ~~12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;~~
- ~~13. the performance star rating designation assigned the school under [AS 14.03.123](#) and [AAC 06.895\(f\)](#) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;~~
- ~~14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;~~
- ~~15. if Native language education is provided, a summary and evaluation of the curriculum described in [AS 14.30.420](#);~~
- ~~16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.~~

- ~~17. other indicators of school performance selected by the district or required by state regulation.~~
- ~~18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.~~

<p>Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.-</p>

Revised 2/01, 1/03, 3/04, 8/05, 1/15, 10/2017

Adoption Date: 04/09/98

Southeast Island School District

~~AR 0520 School Accountability/School Improvement~~

~~School Improvement Plan – Development, Approval and Implementation~~

~~Note: All schools in a district designated as one-, two-, or three-stars by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of [4 AAC 06.845](#), School Improvement Plan, and [4 AAC 06.852](#), Technical Assistance.~~

~~The Superintendent or designee shall designate the individual responsible to oversee development of school improvement plans. Required Plans must be developed by November 1 of each school year.~~

~~A. Schools Requiring a Plan~~

~~The following schools require a school improvement plan:~~

- ~~1. Any school designated with a rating of one, two, or three stars;~~
- ~~2. Any school identified by the Department as a priority or focus school; and~~
- ~~3. Any school designated with a rating of four or five stars if the school:
 - ~~a. Has failed to meet its annual measurable objectives for two consecutive years for the school as a whole or any subgroup;~~
 - ~~b. For two consecutive years has experienced a decline in the school's growth and proficiency index score for one or more subgroups;~~
 - ~~c. Has experienced a decline in the school's graduation rate on the whole or for any subgroup (high schools only); or~~
 - ~~d. Has a participation rate of less than 95% on state standards-based assessments.~~~~

~~B. State Involvement~~

~~If the school is identified by the Department of Education and Early Development as a priority or focus school, the school improvement plan will be prepared in consultation with the Department and is subject to Department approval.~~

~~If the school has received a one- or two-star rating, the school improvement plan must be submitted to the Department.~~

~~C. Plan Preparation~~

~~Note: State regulation, [4 AAC 06.845](#), requires as a general rule that school improvement plans be developed using the Department's computerized self-assessment and improvement program. An alternative process may be utilized by a district in limited instances if approved by the Department. Department~~

~~approval is limited to: 1) schools that are implementing an effective school improvement plan through an accreditation process; 2) schools that are rated as four or five star and the plan is specific to a particular identifiable deficiency; or 3) the district can show by a preponderance of the evidence that the school has a planning process for development of an improvement plan that will address as effectively or more effectively than the Department's program each of the 6 domains and each specific deficiency at the school.~~

~~The school improvement plan will be prepared utilizing a computerized self-assessment and improvement program selected by the Department. The self-assessment program will address the following six domains: 1) curriculum; 2) assessment policy and practice; 3) instruction; 4) school learning environment; 5) professional development policy and practices; and 6) leadership.~~

~~Note: The following language implements requirements for plan participants as set forth at [AS 1](#)~~

~~The school improvement plan is to be prepared with the maximum feasible public participation of the community, including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal groups, local government representatives, and other community groups.~~

D. Plan Contents for Priority Schools

~~The Plan must provide for a system of comprehensive intervention using all required turnaround principles. The district will consult with and obtain the approval of the Department to address deficiencies in each of the six domains, as identified in the computerized self-assessment or in a desk or instructional audit.~~

~~Comprehensive turnaround principles to be implemented at the school must include:~~

- ~~1. **School Calendar Adjustments.** The school day, week, and year, will provide more time for student learning and teacher collaboration. This includes the following minimum requirements:
 - ~~a. dedicated time block each week for teacher collaboration;~~
 - ~~b. 90 minutes daily of core reading instruction for all students grades K-6;~~
 - ~~c. 30 additional minutes of intervention daily for K-6 students below grade level in reading;~~
 - ~~d. dedicated time block daily for structured reading interventions for students grades 7-12 who are below grade level in reading;~~
 - ~~e. 60 minutes daily of core math instruction for all students grades K-6; and~~
 - ~~f. dedicated time block daily for structured math intervention for students grades 7-12 who are below grade level in math.~~~~
- ~~2. **Teacher Effectiveness.** The district's policies and actions will ensure that all teachers at the school are effective teachers. This includes the following actions:~~

- ~~a. each teacher's effectiveness is reviewed by the district and principal, including a review of student learning data;~~
 - ~~b. replacement or improvement of ineffective teachers;~~
 - ~~c. requiring teachers transferring to the school to be proven effective; and~~
 - ~~d. providing job-embedded professional development that targets the specific needs of teacher and students.~~
- ~~3. **Instructional Program.** The instructional program will be strengthened through the following methods:~~
 - ~~a. adoption and use of research-based curricula that are aligned with state standards;~~
 - ~~b. implementation of reading curricula that addresses the essential elements of reading;~~
 - ~~c. implementation of reading and math support programs for students behind grade level;~~
 - ~~d. using data to inform instruction, including~~
 - ~~• at least three times per year, utilize a universal screening tool approved by the Department for all students, grades K-8;~~
 - ~~• utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and~~
 - ~~• base instruction and interventions on the specific needs of the student as identified by screenings or assessments.~~
 - ~~e. establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;~~
 - ~~f. providing for family engagement in the school, including cultural awareness and understanding of cultural values; and~~
 - ~~g. providing strong leadership, including~~
 - ~~• reviewing the performance of the principal, including a review of student learning data;~~
 - ~~• retention of the existing principal or hire of a new principal based upon the existing principal's performance on indicators in the leadership domain; and~~
 - ~~• providing the principal with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.~~
- ~~4. **Additional Requirements.** The improvement plan must, to the extent possible, include measures to:~~
 - ~~a. increase local control of education;~~
 - ~~b. increase parental choice; and~~
 - ~~c. not require a direct increase in state or federal funding for the school or district.~~

E. Plan Contents for Focus Schools

The school improvement plan for a focus school will identify targeted interventions that consider each of the comprehensive turnaround principles. Interventions will be targeted for any subgroup that is performing below grade level. In addition, appropriate interventions will be targeted to any deficiencies revealed through data analysis or the results of an instructional or desk audit.

In preparing the school improvement plan, the district will consult with the Department.

F. Plan Implementation

The school shall implement the plan immediately upon District approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The District will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the District, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on research and may include:

1. Assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district and school-level responsibilities under the plan.
2. Assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through research, in addressing the specific instructional issues that caused the school's rating of one, two, or three stars; and/or
3. Assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.

District Improvement Plan – Development and Contents

Note: A school district must have a district improvement plan if: 1) at least 25% of its schools are designated as one or two stars; 2) at least 25% of the district's students attend a school designated as one or two stars; 3) an instructional or desk audit demonstrates significant deficiencies in the domains of: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or 4) an instructional or desk audit

~~shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives. The following plan contents comply with the requirements set forth at [4 AAC 06.850](#), District improvement plan.~~

~~A district improvement plan will be prepared by the Superintendent or designee and submitted to the Department in the following circumstances:~~

- ~~1. At least 25% of the district's schools have been designated as one or two star schools;~~
- ~~2. At least 25% of the district's students attend a one or two star designated school;~~
- ~~3. An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or~~
- ~~4. An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.~~

~~The district improvement plan will be developed in the same manner as school improvement plans.~~

~~*Added 5/04*~~

~~*Reviewed 1/15*~~

~~*Revised 3/1/17*~~

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

Southeast Island School District

AR 1250 Volunteer Assistance

Note: This AR addresses some of the details associated with the use of volunteers.

This regulation provides the procedures for approving members of the public to serve as volunteers, including chaperones.

Responsibilities of Principals:

1. Coordinate the use of school volunteers.
2. Confirm that the school volunteer has completed the volunteer packet.
3. Require updated volunteer packets are received on the schedule set by the District.
4. Keep and maintain a register of volunteer activity at the school.
5. Inform volunteers of school rules and routines, answer questions, and provide volunteer support as appropriate.
6. When required to ensure the safety of students and the smooth operation of the educational program, principals may decline the services of any volunteer.
7. Determine which volunteers are required to complete mandatory reporting training and inform volunteers how to receive the training.

Responsibilities of the District

1. Develop a volunteer packet for individuals to use to apply as a volunteer.
2. Facilitate the volunteer approval process.
3. Verify the identity of the volunteer with a photo id.
4. Maintain the volunteer packet materials in the volunteer's file.
5. Review the background check and make an individualized determination about the volunteer in accordance with BP 4112.5/4212.5/4312.5.
6. Keep and maintain an approved volunteer list, with the dates that the background check was completed, in order for school principals to verify the eligibility status of volunteers.
7. Notify the volunteer of their eligibility status.
8. Notify volunteers when background checks need renewal.
9. Inform volunteers that they are subject to the District's policies and regulations where applicable.

Responsibilities of Volunteers

1. Complete the volunteer packet.
2. Obtain and pay for a background check.
3. Submit to the background check every two years.
4. Self-report any convictions that occur in the intervening time between background checks.
5. Recognize that they are neither employees nor an independent contractor and serve at the discretion of the District.

Mandatory Reporting Training

Volunteers who interact with children for more than four hours per work are required to complete mandatory reporting training. This direction will be provided by the school principal.

Note: Pursuant to [AS 47.17.020\(a\)\(9\)](#), “volunteers who interact with children in a public or private school for more than four hours a week” must report child abuse and child neglect. [AS 47.17.020\(a\)](#) requires school districts to provide training to such volunteers on the recognition and reporting of child abuse and neglect.

Created 08/2024

AASB POLICY REFERENCE MANUAL
9/92

AASB Policy Reference Manual

BP 4112.10 Employment of Retired Teachers

Note: Effective November 8, 2018, [AS 14.20.136](#) authorizes school districts to hire retired teachers in cases of teacher shortages.- Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment.- A contract for reemployment of a retired teacher hired under [AS 14.20.136](#) may not be for more than 12 consecutive months.- [Under AS 14.20.020\(g\), a retired teacher may teach as a long-term substitute for not more than 165 consecutive days of a school term.](#)

If the teacher retired under the defined benefit retirement system, the teacher must be retired for at least 60 days if 62 years of age or older, or at least six months if under 62 years of age, before reemployment.- In addition, if the teacher is reemployed by the same district that employed the teacher upon retirement, the teacher must certify that there was no prearranged agreement with the school district to hire the teacher after retirement.

Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists.- The policy must describe the circumstances that constitute the shortage.-

This optional policy may be utilized by districts desiring to hire retired teachers in cases of teacher shortages, as authorized by [AS 14.20.136](#).

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel.- The District administration is authorized to employ retired teachers in accordance with [AS 14.20.136](#) in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision.-

The hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists despite active recruitment efforts.- A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite recruitment, public advertising for at least 10 business days, interviews, and the offering of positions to qualified candidates, if any.-

(cf. 4111 Recruitment and Selection)

Legal Reference

ALASKA STATUTES

[14.20.136](#)- *Employment of member of teachers' retirement system*

[14.25.043](#)- *Reemployment of retired members*

[14.20.165](#) - *Restoration of tenure rights*

Added 10/21/20

Southeast Island School District

BP 6174.1 Education of Native/Indian Children

Community and Parental Involvement

Note: [Title 20 of the United States code](#) mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.-

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)-

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as

the policy of the School Board. - The policies must be drafted in accord with [20 USC 7704](#) and [34 CFR 222.94](#). In addition, the following procedures will be used:

Note: Where “Advisory Committee” appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.-

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, ~~age~~, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and

regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.

8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.
11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.

~~d.~~e. Providing materials, suggestions and training to enable parents to promote education at home.

~~e.~~f. Providing timely information concerning the program's plans and evaluations.

~~f.~~g. Soliciting parents and teacher suggestions in planning and operating the program.

~~g.~~h. Facilitating volunteer or paid participation by parents in school activities.

~~h.~~i. Establishing parent advisory committees.

-Legal Reference:

UNITED STATES CODE

[20 USC §§ 7541-7546](#), *Alaska Native Educational Equity, Support, and Assistance Act*

[20 USC § 7704](#) *Policies and procedures relating to children residing on Indian Lands*

CODE OF FEDERAL REGULATIONS

| [34 CFR 222.94](#) *What provisions must be included in a local educational agency's Indian policies and procedures?*

Revised 4/04, 10/21/04, 12/15/10, 10/17; 4/12/23

Reviewed 2/07, 2/09, 11/09, 1/12, 1/14, 1/15

Adoption Date: 04/09/98

Southeast Island School District

~~E 6171 Notice to Parents Required by No Child Left Behind Act of 2001~~

~~This list of parental notice requirements is designed to help districts meet the many notice requirements of NCLB. NCLB makes it clear that schools receiving federal funds must ensure that parents are actively involved and knowledgeable about their schools and their child's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that parents understand. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. The notices described in this example are summarized; please see the specific NCLB section cited for the exact requirements.~~

~~Improving Basic Programs Operated by Local Educational Agencies~~

- ~~1. Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - ~~a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.~~
 - ~~b. Whether the teacher is teaching under emergency or other provisional status.~~
 - ~~c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.~~
 - ~~d. Whether paraprofessionals provide services to the student and, if so, their qualifications.~~~~
- ~~2. Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.~~
- ~~3. Teacher Not Highly Qualified. As required by NCLB §1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.~~

~~Limited English Proficient Students~~

- ~~1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.~~

- ~~2.—As required by NCLB §1112(g)(1)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.~~
- ~~3.—As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.~~

Academic Assessment and Local Education Agency and School Improvement

- ~~1.—As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).
 - ~~a.—An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;~~
 - ~~b.—The reasons for the identification;~~
 - ~~c.—An explanation of what the school identified for school improvement is doing to address the problem;~~
 - ~~d.—An explanation of what the district or State educational agency is doing to help the school address the achievement problem;~~
 - ~~e.—An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and~~
 - ~~f.—An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).~~~~
- ~~2.—As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.~~
- ~~3.—As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school~~

identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i):

- a. The availability of supplemental education services;
- b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
- c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of Title Programs, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school wide program plan under §1114(b)(2);
 - d. Provide parents of participating children:
 - Timely information about Title programs;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

Note: This notice requirement applies to those districts or schools receiving a federal grant to fund a

1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

- ~~1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - ~~a. Shall be signed by the parent or guardian;~~
 - ~~b. Sets the general rights provided under this subtitle;~~
 - ~~c. Specifically states:
 - ~~• The choice of schools homeless children and youths are eligible to attend;~~
 - ~~• That no homeless child or youth is required to attend a separate school for homeless children or youths;~~
 - ~~• That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and~~
 - ~~• That homeless children and youths should not be stigmatized by school personnel; and,~~~~
 - ~~d. Includes contact information for the local liaison for homeless children and youths.~~~~
-
- ~~2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.~~
 - ~~3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.~~

Student Privacy

- ~~1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - ~~a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and~~
 - ~~b. Offer an opportunity for the parent to opt the student out of the activity.~~~~
- ~~2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. "The Board has~~

~~adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (Copies of these policies are available on request.)"~~

~~Added 4/04~~

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

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 114 • Exemplary Stakeholder Nominations



ASC Agenda

Barry C. Stewart Kasaan School

09/09/2024

Call to order:

Time: 4:26 pm

Attendance: Mike Congdon, Jessica West, Martha Hill, Andy West, LaNeice Congdon, Terry West, Lily west, Eric Hamar, Joe West

Approve the Agenda :

Motion to approve: Jessica West

Second: Andy 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_7Fdfd3icGs/edit)

Motion to approve: Jessica West

Second:Andy West

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: Eric Hamar commented on a Tribal Resolution for Cultural Education that was passed within the OVK so he would like to be involved in the Kasaan School and ASC.

Other:

Lead Teacher Report:

School started off good. He commented on the status of the playground and what is planned. Testing will start next week. Volleyball is starting this week. Frank Nix was hired as the coach. Kids who want to play need to sign up online and a physical is required. OVK paid the school for the wood sheds. This will go to the students' sports accounts or their ASC accounts. Some of the money will also be sent to Thorne Bay for the Southside kids who helped and some archery kids who came to Kasaan with James. Mike mentioned the Title I application that the school will be filling out. He wants to make sure that the school communicates well with the parents. This application will need to be finished and turned in soon. Pictures are on the 23 of September, we will be going into Thorne Bay for pictures and then have a picnic at Sandy Beach after.

Treasury Report:

Period report covers: Jun 30, 2024

Cash balance at beginning: \$20,325.92

Income received during: \$1,240.00

Expenses paid during period: \$0

Cash at end of period: \$21,565.92

Old business:

New Business:

Election of ASC officials -

- President - Jessica West
- Vice President - Eric Hamar
- Secretary - LaNeice Congdon
- Treasurer - Terry West

Allowing kids to leave campus for lunch - Jessica West motions an open campus and elementary school kids will need a note from parents to leave. Seconded by Andy West. All in favor - Y
 Local Field trip slips- we will be doing permission slips when students leave Kasaan.

Pumpkin Party - October 25, 2024 at 5:30 pm Peele Hall.
 Jessica motions to approve \$800.00 for pumpkins, and \$200 for food.
 Second :LaNeice Congdon
 All in favor? Y Any opposed?N
 Motion Passed? (yes or no)Y

Tools- Mike would like to purchase a planer for the school. Jessica motions to set aside \$600.00
 Second:Andy West
 All in favor? Y Any opposed?N
 Motion Passed? (yes or no)Y

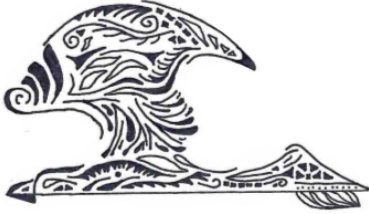
Instruments- Andy West would like to purchase some instruments for music class.
 Jessica West motions to set aside \$600 for guitars and ukuleles
 Second:Terry West
 All in favor? Y Any opposed?N
 Motion Passed? (yes or no)Y

Books-
 Item #1:
 Motion to approve:
 Second:
 All in favor? Any opposed?
 Motion Passed? (yes or no)

Public comment: Lily and Joe mentioned field trips.

Adjournment:

Motion to adjourn by:: Jessica West
 Second:Martha Hill
 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 and Meeting Notes/Minutes
August 29, 2024 3:00 PM

Southeast Island School District

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

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

Annual District Goals

Prepare Students for Post-Secondary Life

Provide Sufficient/Effective Staff Support

Improve Communication District and Community Wide

Increase Visibility to Share Lifestyle and Increase Enrollment

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

MEETING SCHEDULE: Hollis ASC Meetings, unless otherwise scheduled, are at 4:00 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: 3:00 pm

B. Individuals Present: Julie Vasquez, CJ Vasquez, Jose Vasquez, Lisa Cates, Cathy Starkweather

C. Online/Telephone: none

II. **Approval of agenda:**

Motion to approve: Julie Vasquez

Seconded: Cathay Starkweather

All in favor: All in favor

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

April 25, 2024:

Motion to approve: Cathay Starkweather

Seconded: Julie Vasquez

All in favor: All in favor

IV. People to be Heard/Public Comment

1. Any advance requests: none
2. Other: L

V. Administrative Reports:

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

1. MK Community SHOP: 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, - no updates.
2. Graduation - was successful
3. Landscape, Garden, Playground Update: Greenhouse going thanks to volunteers. Announcements ongoing out to the community for feedback and help with the SHOP, playground, and landscape.
4. Mascot Logo: Still trying to find a local artist to design a new mascot for the gym.
5. We are continuing to recruit Volunteers and ASC members and leaders. Lisa is creating an announcement with job descriptions to recruit community involvement before the next meeting.
6. Bees, garden and greenhouse: Bees should be here sometime in the spring
7. New personnel:
 - a. Staff" SPED: April Hoy, Custodian and SPED: Allison Hoy, Cook: Penny Clements
 - b. Volunteers Dave and Cathy
 - c. Substitutes
 - d. Americorps. Not yet
8. Discuss our Parent Engagement plan - this is on tap for September.
9. Student activities on: Archery:
10. Volunteers opportunities - one and done's and ongoing opportunities

B. Administrative Report (Principal/Superintendent)

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

A new letter has been written per minutes from the past four (4) years to close the old account at First Bank and open a new one at Tongass.

See attached letter with signature.

Old Business:

- A. Discussion items only.
 - 1. SISD Board 24-24 Calendar Voted on Plan B: Later start w/full week of vacation at Thanksgiving, over two weeks at Christmas, full week for Spring Break - Spring Break does not align with other schools on the island.
 - 2. ASC: Recruit more members and volunteers and discuss elections

- B. Recommended motion: None

New Business: None

Action Items:

- 1. **Schedule Next Meeting:** Thursday September 26, 2024 at (5:30 PM Dinner?)
6:00 PM Meeting
- 2. More Information to come.

Adjournment:

- A. Motion to approve: Julie Vasquez
- B. Any Opposed: none
- C. Time adjourned: 4:49 pm

Port Alexander ASC

Month of September Meeting

Officers: President, Vice President, Secretary

Date/Time: September 05, 2024 3:30PM

Attendance: Jula Trischman, Patrick Trischman, Molly Kimzey, Dana Harriger

Meeting called to order: 3:45

Election of officers for 24/25 school year: Shanna-Treasurer, Secretary-Trick, Julia-VP, Molly-President

Motion to approve Agenda: Molly motioned, Patrick Seconded.

Reports:

District Office: Shaine/Rod- N/A

Teachers - We started off to an excellent school year. Our ATTSAA students all arrived safely after having the experience of getting stuck in Sitka due to unflyable weather.

Once they did arrive we started off with Kayak training and getting to know the community.

Our first week we were lucky to have Matt Kirchoff as a volunteer to help teach the students forest ecology, history, and ornithology. Our second week we were set to have our AMSEA instructor come out, but they had to cancel due to communications issues in Sitka. So we did some other projects and are trying to reschedule with AMSEA. Our third week we are planning to study various fisheries. We will have students touring boats and getting talks from local fishermen. To finish off our fisheries unit we will be taking a trip to Port Armstrong to get a tour and participate in a salmon egg take.

We are also off to a good start with math and language arts with our elementary students.

Treasurer:Not present, but Shanna Smith agreed to be treasurer

Old Business:

New Business:

- ATTSAA Service projects/fundraisers: Clear brush from boardwalk. Remove and burn more Japanese Knotweed*(
- Upcoming School board meeting in PA (Sept. 23rd)
- Upcoming Rep. Himschoot visit(Possible creature report) (Give A-side tour)*
- Tsunami Drill-Oct. 9th Morning
- Upcoming activities*
 - 09/06/24-Christmas ornaments for capital and dinner at Trischmans
 - 09/13/24-Port Armstrong fish hatchery for the weekend
 - 09/19/24Dancing at Bear Hall
 - 09/20/24- Clearing brush and Japanese knotweed
 - -09/23/24- School board meeting and potluck
 - 09/28/24-Representative Rebecca Himschoot in town

- Wood fired boiler? *No
- Halloween* Oct. 29
- CJ-Potential Activities coordinator \$250/week to be paid by our ASC.
- Starlink* Still not reliable. Cuts out often. Everett is helpful, but we are often adapting to internet issues. A longer cord to a better spot might fix it.
- We were awarded an alternative energy grant: Batteries and solar would be best for our community.

Next meeting: Thursday October 3, 2024 at 3:40pm(parent teacher conference day)

Comments:

Adjournment: Trick 1st, Julia 2nd all in favor 4:35

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
