



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION Regular Meeting Wednesday, August 19, 2026

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: 3:45 PM
LOCATION: Thorne Bay School and via Zoom
1010 Sandy Beach Rd
Thorne Bay, Alaska 99919
VIRTUAL URL: <https://us02web.zoom.us/j/85747227807?pwd=pM3zQ0iMR56EYTjazZI2Eqiyi9K6CF.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 5
8. CONSENT AGENDA: (Items listed under CONSENT AGENDA are considered to be routine by the School Board and will be approved in one motion unless a Board Member requests that an item be considered separately.)
 - A. Approval of Meeting Minutes
 1. May 20, 2026, Regular Meeting Minutes 7
 2. June 25, 2026, Special Board Meeting 13
 3. July 22, 2026, Special Board Meeting 16
 - B. Acceptance of the August 2026 Financial Report 18
 - C. Approval of Employment
 1. FY 2027 Classified Employment Updates: Joshua Hayes (Lead Maintenance Technician), Christopher King (Maintenance Technician/On-call Fleet Mechanic), Trapper Nelson (Maintenance Technician)

2.	FY 2027 Classified Employment, pending receipt of required documentation: Mackenzie Crosthwaite (Cook & Wood-fired Boiler Operator, Naukati), Desiree Watkins (Custodian, Naukati)	
3.	FY 2027 Extracurricular Contracts: Brandy Schmitz-Prefontaine (Elementary/Middle School Cross Country, Thorne Bay), Timothy Willis (Elementary/Middle School Cross Country, Kasaan)	
4.	FY 2027 Extra-duty Contracts: Astrid Richard-Cook (CIP 6-year Plan)	
9.	ADMINISTRATIVE/BOARD REPORTS	
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10.	UNFINISHED BUSINESS	
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B.	2026-2027 Student/Parent Handbook	47
C.	2026-2027 Teacher Handbook	105
D.	2026-2027 Activities Handbook	127
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F.	First Reading: BP 4156.4/4256.4/4356.4, Personal Cell Phone Allowance	170
G.	First Reading: AASB Recommended Revisions to BP 4115, BP 4116, BP 4117.2/4217.2/4317.2, BP 4117.3, BP 4117.31, and Proposed Deletion of BP 4217.2	
1.	BP 4115 Certificated Personnel - Evaluation/Supervision	173
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H.	FY 2027 Professional Services Agreement with Nyquest4Kids	

12. INFORMATION ITEMS

A. Letters and Communications

- 1. AASB Call for Resolutions 187

B. Reports and Information

- 1. AASB Event Calendar 190
- 2. Calendar of Agenda Items 192
- 3. Advisory School Council Meeting Minutes
 - a. Barry Craig Stewart Kasaan
 - b. Hollis
 - c. Howard Valentine Coffman Cove
 - d. Naukati
 - e. Port Alexander
 - f. Thorne Bay
 - g. Whale Pass

C. Administrative Regulations and Exhibits for Review

- 1. AR/E 4156.4 - Personal Cell Phone Allowance 193

13. ADVANCE PLANNING

A. September 2026 Regular Meeting: 3rd Wednesday is September 16, 2027 (Location: Port Alexander School)

B. AASB Events

- 1. Fall Boardsmanship Academy (September 12-13, 2026, in Anchorage)
- 2. Annual Conference & Youth Leadership Institute (November 5-8, 2026, in Anchorage)

14. PUBLIC COMMENT 205

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 May 20, 2026

MINUTES

Location: Thorne Bay School, 1010 Sandy Beach Rd., Thorne Bay, AK 99919
and remotely via Zoom

1. CALL TO ORDER

Board Clerk Molly Kimzey chaired the meeting and called the meeting to order at 2:31 PM.

2. ROLL CALL

Members Present: Ben Blair attended in person. Molly Kimzey (Clerk), Tony Lovell (President), Sandy Curtis, and William Tyrell attended via audio/video conference.

Student Representative: William Keys attended via audio/video conference. Meliah Cook was joined the meeting after the approval of the agenda.

Quorum: yes

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

4. DISTRICT VISION, MISSION, AND GOALS

The Board reviewed and reaffirmed the District Vision, Mission, and Goals after item 6., Welcome to Visitors.

5. APPROVAL OF AGENDA

Motion: Mr. Blair moved to approve the agenda.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

6. WELCOME TO VISITORS

Board Clerk Molly Kimzey welcomed all visitors attending in person and via Zoom.

7. PUBLIC COMMENT

No public comment was offered.

8. CONSENT AGENDA

Motion: Mr. Blair moved to approve the Consent Agenda, including: approval of the April 15, 2026, regular meeting minutes; acceptance of the May 2026 financial report; and approval of employment including the FY 2026 extracurricular contract for Jeffrey Oatman and the FY 2027 administrator contract, pending receipt of required documentation, for Paulisa Scarlett.

Second: yes

Student Representative (Preferential Vote): Yea:2; Nay: 0

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

9. ADMINISTRATIVE/BOARD REPORTS

Rod Morrison presented the Superintendent's report. Topics included: Superintendent Morrison then shared a video from the CloseUp trip to Washington, DC. Superintendent Morrison invited each department and school to share highlights of their reports.

AK-TRAILS Coordinator Cassandra Christopherson share highlights from the AK-TRAILS Correspondence/Homeschool Program. Lead Teacher Mike Congdon shared highlights from Barry Craig Stewart Kasaan School. Co-Lead Teacher Lisa Cates shared highlights from Hollis School. Cassandra Christopherson shared highlights from the Naukati School magnet program. Principal Sheila Nyquest shared highlights from Thorne Bay School. Superintendent Rod Morrison shared highlights from the district and the CTE Project. Contracted Business Manager Lucienne Smith shared highlights from the Business Department. Maintenance Director Scott Randall shared highlights from the Maintenance Department.

Reports for AK-TRAILS Correspondence/Homeschool Program, Barry Craig Stewart Kasaan School, Howard Valentine Coffman Cove School, Naukati's Sea Otter Sound Coastal Academy, Port Alexander School, Thorne Bay School, Whale Pass School, Archery, Business Department, Child Nutrition Program, Greenhouse/Agriculture Program, State & Federal Programs/Grants, and Technology Department were included in the board meeting packet for review.

Board Member William Tyrell left the meeting at 3:25 PM. Roll call was retaken: Ben Blair was present; Sandy Curtis, Molly Kimzey, Tony Lovell were attending via Zoom. Quorum: yes

Meliah Cook presented her Student Representative report. Topics included: activities, field trips, feedback from students, and graduation.

Student Representative Meliah Cook left the meeting at 3:28 PM.

10. UNFINISHED BUSINESS

Motion: Mr. Blair moved to relax the agenda and skip ahead to [Item 16.A.] executive session.

Second: yes

Student Representative (Preferential Vote): Yea:1; Nay: 0; Absent:1

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

Resolved: motion passed by majority vote (4-0-1)

The Board addressed Item 16.A., under executive session. Upon its conclusion, they returned to Item 10, Unfinished Business.

Motion: Mr. Blair moved to approve the FY 2027 Budget as presented.

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

Motion: Mr. Blair moved to adopt BP 4112.6/4212.6/4312.6, BP 4112.8/4212.8/4312.8, BP 4112.10, BP 4112.61/4212.61/4312.61, and BP 4113, including the proposed revisions.

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

11. NEW BUSINESS

Motion: Mr. Blair moved to approve Professional Services Contract #2026-1003 with Alaska Business & Education Services, Inc., for Accounting and Business Services, and authorize the Superintendent to execute the contract.

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

12. INFORMATION ITEMS

The Board reviewed the information items in the packet, including the AASB Event Calendar, the Board's Calendar of Agenda Items, Advisory School Council Meeting minutes for Barry Craig Stewart Kasaan School, Port Alexander School, and Thorne Bay School.

13. ADVANCE PLANNING

The next regular Board meeting will be on Wednesday, August 19, 2026; Location: Thorne Bay School;

A special meeting will also be scheduled in June 2026.

Upcoming Graduation Ceremonies

- May 21, 2026 @ 2:00 pm: Hollis School
- May 29, 2026 @ 6:00 pm: Howard Valentine Coffman Cove School

14. PUBLIC COMMENT

Tia Christopherson thanked the Board for selecting her to be a recipient of the Bruce Hill Memorial Scholarship and commented regarding the graduation ceremony in Naukati.

15. BOARD COMMENT

Ben Blair commented regarding the budget and thanked staff and contractor Lucienne Smith. William Tyrell commented regarding the water system in Hollis. Tony Lovell commented regarding the budget and thanked the administration, staff, and Lucienne Smith.

16. EXECUTIVE SESSIONS

Motion: Ms. Kimzey moved to go into executive session to discuss matters that may tend to prejudice the reputation and character of a person and matters required by law to be confidential, specifically a student discipline appeal hearing.

Second: yes

Student Representative (Preferential Vote): Yea:0; Nay: 0; Absent:2

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

Resolved: motion passed by majority vote (4-0-1)

Time: 3:36 PM

Tony Lovell recused himself from decision-making on this hearing due to conflict of interest.

William Tyrell rejoined the meeting at 3:40 PM and entered the executive session.

Roll call was retaken: Ben Blair was present; Sandy Curtis, Molly Kimzey, Tony Lovell, and William Tyrell were attending via Zoom. Quorum: yes

Motion: Mr. Blair moved to exit executive session and resume the main meeting

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

Time: 5:07 PM

Motion: Mr. Blair moved to modify the student discipline decision as follows: allow the student to participate in all on-island activities.

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

The Board returned to Agenda Item 10, Unfinished Business.

Motion: Ms. Curtis moved to leave the main meeting and enter executive session to discuss matters that might impact the reputation and character of an individual [related to the School Board]

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

Time: 5:31 PM

Motion: Ms. Curtis moved to leave executive session and re-enter the regular meeting

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

Time: 6:26 PM

Board President Anthony Lovell announced that he was stepping down as board president [effective immediately].

Motion: Mr. Lovell moved to elect Ben Blair as his replacement [as the board president].

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

Mr. Blair took the oath of office for Board President and immediately assumed the duties.

17. ADJOURNMENT

Motion: Mr. Blair moved to adjourn.

Second: yes

Student Representative (Preferential Vote): Yea:0 ; Nay: 0; Absent: 2

Board Vote: Yea: 5; Nay: 0

Resolved: motion passed unanimously (5-0)

Time: 6:30 PM

Board President

Date

Board Clerk

Date



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION SPECIAL MEETING June 25, 2026

MINUTES

Location: SISD District Office and via Zoom, 1010 Sandy Beach Rd, Thorne Bay, Alaska 99919

1. CALL TO ORDER

Board President Ben Blair called the meeting to order at 10:01

2. ROLL CALL

Members Present: Ben Blair (President) attended in person. Sandy Curtis, Molly Kimzey (Clerk), and Anthony Lovell attended via audio/video conference. William Tyrell was absent

Student Representative: Meliah Cook was absent.

Quorum: yes

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

4. DISTRICT VISION, MISSION, AND GOALS

The Board reviewed and reaffirmed the District Vision, Mission, and Goals.

5. APPROVAL OF AGENDA

Motion: Mr. Lovell moved to approve the agenda

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

6. WELCOME TO VISITORS

Board President Ben Blair welcomed all visitors attending in person and via Zoom.

7. PUBLIC COMMENT

No public comment was offered.

8. SUPERINTENDENT REPORT

Rod Morrison presented the Superintendent's report. Topics included: District goals, recent engagements, upcoming work, and District Highlights.

9. BUSINESS ITEMS

Motion: Mr. Lovell moved to approve the Southeast Island School District Section 125 Premium Only Plan, effective July 1, 2026, and authorize the Superintendent to execute the plan document and any related administrative documents on behalf of the District.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

The Board discussed the draft FY 2028-2033 Six-year Capital Improvement Plan.

Motion: Mr. Lovell moved to ratify the FY27 SERRC Special Education Services Contract, Contract No. DCRS_27-46-001, in the amount of \$43,562.59.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

Motion: Mr. Lovell moved to approve the FY 2027 Professional Services Agreement with Margaret Eads Business Services in an amount not to exceed \$40,700.00

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

Motion: Mr. Lovell moved to approve the FY 2027 Professional Services Agreement with PG Consulting in an amount not to exceed \$15,000.00.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

Motion: Mr. Lovell moved to approve the Classified Employee Handbook Updates.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

Motion: Mr. Lovell moved to approve the employment items as presented, including FY 2026 Classified Employment for Eric Bazzett, Crystal Coley, Raya Cook, Sarah Garrison, and Joshua Stukey; the FY 2026 Extended Teacher Contract for Daniel Nelson; FY 2027 Classified Employment for Judy Adamson, Eric Bazzett, Crystal Coley, Amanda Baker, Nicholas Brazille, Thomas Harden, Amanda Hendrixson, Jessica West, Terry West, Mackenzie Denham, Ernest Jones, Hesperus Keys, Pamela Martensen, Ryan Weaver, Earl Durdle, Paul Young, Casey Bunker, Raya

Cook, Tari Cook, Christy Cunningham, Sarah Garrison, Amy Jennings, Lucille Nelson, Trapper Nelson, Colby Silverthorn, John Stevens, Audrey Wopart, Michael Dempsey, Michelle Dempsey, Peggy Dempsey, Karen Clark, Everett Cook, Yoonjeong Harrington, Joshua Hayes, Alexander Hert, Christopher King, Terri Kohn, Tristine Morrison, Korrisa Oatman, Christine Page Haufe, Joshua Stukey, Mariia Taylor, and Keeli Vaughn; FY 2027 Teacher Contracts for Jennifer Andis and Julia Trischman; the FY 2027 Extended Teacher Contract for Daniel Nelson; FY 2027 Extra Duty Contracts for Jennifer Andis, Cassandra Christopherson, Michael Congdon, Michael Dempsey, Michelle Dempsey, Laureen Lapan, Jay Mihal, John Stevens, and Julia Trischman; and FY 2027 Lead Teacher Contracts for Lisa Cates, Sharlet Collins, Michael Congdon, Laureen Lapan, Michaela Larsen, Jay Mihal, and Julie Vasquez

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

10. INFORMATION ITEMS

The Board reviewed informational items including the Organized Village of Kasaan FY26-29 Tribal Transportation Improvement Program: Request for Input and the SERRC School Counseling Services Contract

11. PUBLIC COMMENT

No public comment was offered

12. BOARD COMMENT

No Board comment was offered.

13. ADJOURNMENT

Motion: Mr. Lovell moved to adjourn.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

Time: 10:40 AM

Board President

Date

Board Clerk

Date



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION SPECIAL MEETING July 22, 2026

MINUTES

Location: SISD District Office and via Zoom, 1010 Sandy Beach Rd, Thorne Bay, Alaska 99919

1. CALL TO ORDER

Board President Ben Blair called the meeting to order at 11:04 AM

2. ROLL CALL

Members Present: Ben Blair (President) attended in person. Sandy Curtis, Molly Kimzey (Clerk), and Anthony Lovell attended via audio/video conference. William Tyrell was absent

Student Representative: Meliah Cook was absent.

Quorum: yes

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

4. DISTRICT VISION, MISSION, AND GOALS

The Board reviewed and reaffirmed the District Vision, Mission, and Goals.

5. APPROVAL OF AGENDA

Motion: Mr. Lovell moved to approve today's agenda.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

6. WELCOME TO VISITORS

Board President Ben Blair welcomed all visitors attending in person and via Zoom.

7. PUBLIC COMMENT

No public comment was offered.

8. BUSINESS ITEMS

Motion: Approve and ratify the First Amendment to the 2026-2027 Administrator Contract for Heisler, Jessica.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

Board Vote: Yea: 4; Nay: 0; Absent: 1
Resolved: motion passed by majority vote (4-0-1)

9. PUBLIC COMMENT

Jessica Heisler commented about joining the District.

10. BOARD COMMENT

William Tyrell commented regarding the meeting.

11. ADJOURNMENT

Motion: Mr. Lovell moved to adjourn.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 0; Absent: 1

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

Resolved: motion passed by majority vote (4-0-1)

Time: 11:19 AM

Board President

Date

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".

Date: August 12, 2026

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the monthly August 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 detailed 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.

08/12/26
09:15:16

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 8 / 26

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Report ID: B110F

Fund	Received Current Month	Received YTD	Estimated Revenue	Revenue To Be Received	% Received
100 GENERAL OPERATING FUND	427,469.98	856,269.09	6,050,825.00	5,194,555.91	14 %
205 PUPIL TRANSPORTATION FUND	0.00	0.00	211,976.00	211,976.00	0 %
255 FOOD SERVICE FUND	0.00	0.00	142,000.00	142,000.00	0 %
260 TITLE I-A BASIC	0.00	0.00	103,134.00	103,134.00	0 %
261 TITLE I-C MIGRANT	0.00	0.00	98,892.00	98,892.00	0 %
262 MIGRANT BOOKS	0.00	0.00	2,950.00	2,950.00	0 %
264 Title IVA INNOVATIVE	0.00	0.00	11,630.00	11,630.00	0 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	0.00	27,537.00	27,537.00	0 %
268 TITLE VI-B IDEA	0.00	0.00	61,769.00	61,769.00	0 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,454.00	4,454.00	0 %
271 CARL PERKINS	0.00	0.00	22,000.00	22,000.00	0 %
281 CLSD 2024 COHORT	0.00	0.00	350,000.00	350,000.00	0 %
355 US FOREST SERVICE - TB GARN UNITS	0.00	0.00	314,178.00	314,178.00	0 %
360 INDIAN EDUCATION	0.00	0.00	11,091.00	11,091.00	0 %
361 APEX - USDOE	54,500.00	119,404.00	498,716.00	379,312.00	24 %
363 ARISE - USDOE	13,900.00	23,900.00	498,716.00	474,816.00	5 %
365 REAP	0.00	6,366.00	6,366.00	0.00	100 %
370 SUCCEED	42,930.00	67,930.00	499,973.00	432,043.00	14 %
375 TEACHER HOUSING	0.00	2,130.00	110,000.00	107,870.00	2 %
529 BARRY CRAIG STEWART KASAAN & WHALE PASS SCHOOLS	0.00	0.00	1,077,756.00	1,077,756.00	0 %
711 STUDENT AGENCY FUND AGRICULTURE	0.00	151.00	1,500.00	1,349.00	10 %
Grand Total:	538,799.98	1,076,150.09	10,105,463.00	9,029,312.91	11 %

08/11/26
19:27:09

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report Org
For the Accounting Period: 8 / 26

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Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL OPERATING FUND	176,077.77	592,317.78	5,936,423.00	5,936,423.00	5,344,105.22	10%
205 PUPIL TRANSPORTATION FUND	1,105.65	1,397.65	191,830.00	191,830.00	190,432.35	1%
255 FOOD SERVICE FUND	24,114.37	44,536.73	337,948.00	337,948.00	293,411.27	13%
256 FRESH FRUIT & VEGETABLES	0.00	1,078.13	1,078.13	1,078.13	0.00	100%
260 TITLE I-A BASIC	3,154.22	21,688.72	0.00	0.00	-21,688.72	0%
261 TITLE I-C MIGRANT	3,305.58	15,548.89	0.00	0.00	-15,548.89	0%
266 TITLE IIA PRINCIPAL/TEACHER	0.00	4,518.75	0.00	0.00	-4,518.75	0%
361 APEX - USDOE	10,888.03	18,322.43	0.00	0.00	-18,322.43	0%
363 ARISE - USDOE	26,127.16	32,601.98	0.00	0.00	-32,601.98	0%
370 SUCCEED	2,102.70	20,343.54	0.00	0.00	-20,343.54	0%
372 ACHIEVE- PASS THRU FROM HYDABURG	400.00	4,524.81	0.00	0.00	-4,524.81	0%
375 TEACHER HOUSING	0.00	254.36	50,000.00	50,000.00	49,745.64	1%
528 AHFC THORNE BAY HOUSING GRANT	0.00	172.39	0.00	0.00	-172.39	0%
529 BARRY CRAIG STEWART KASAAN & WHALE	1,452.55	1,452.55	0.00	0.00	-1,452.55	0%
711 STUDENT AGENCY FUND AGRICULTURE	5,111.62	5,404.52	5,596.00	5,596.00	191.48	97%
Grand Total:	253,839.65	764,163.23	6,522,875.13	6,522,875.13	5,758,711.90	12%

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SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 8 / 26

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100 GENERAL OPERATING FUND

Function / Object	Received		Estimated Revenue	Revenue		% Received
	Current Month	Received YTD		To Be Received		
000						
0000						
30 EARNINGS ON INVESTMENTS	417.98	1,767.48	0.00	-1,767.48	**	%
40 OTHER LOCAL REVENUES	300.00	997.61	40,000.00	39,002.39	2	%
51 STATE-FOUNDATION PROGRAM	426,752.00	853,504.00	4,943,934.00	4,090,430.00	17	%
53 TIMBER RECEIPTS	0.00	0.00	325,800.00	325,800.00	0	%
56 TRS On-Behalf	0.00	0.00	329,926.00	329,926.00	0	%
57 PERS On Behalf	0.00	0.00	85,110.00	85,110.00	0	%
90 STATE-OTHER REVENUES	0.00	0.00	326,055.00	326,055.00	0	%
Function Total:	427,469.98	856,269.09	6,050,825.00	5,194,555.91	14	%
Org Total:	427,469.98	856,269.09	6,050,825.00	5,194,555.91	14	%
Fund Total:	427,469.98	856,269.09	6,050,825.00	5,194,555.91	14	%
Grand Total:	427,469.98	856,269.09	6,050,825.00	5,194,555.91	14	%

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SOUTHEAST ISLAND SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 8 / 26

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Report ID: B100AKAF

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	99.95	398.92	286,148.00	286,148.00	285,749.08	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	40,742.00	40,742.00	40,742.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	10,282.00	10,282.00	10,282.00	0
600 OPERATIONS & MAINTENANCE	0.00	1,680.53	78,160.00	78,160.00	76,479.47	2
700 STUDENT ACTIVITIES	0.00	0.00	8,918.00	8,918.00	8,918.00	0
Org Total:	99.95	2,079.45	425,750.00	425,750.00	423,670.55	
624 KASAAN						
100 REGULAR INSTRUCTION	99.95	344.20	258,998.00	258,998.00	258,653.80	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	113,581.00	113,581.00	113,581.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	10,282.00	10,282.00	10,282.00	0
600 OPERATIONS & MAINTENANCE	373.00	1,001.50	50,300.00	50,300.00	49,298.50	1
700 STUDENT ACTIVITIES	0.00	0.00	9,083.00	9,083.00	9,083.00	0
Org Total:	472.95	1,345.70	443,744.00	443,744.00	442,398.30	
625 NAUKATI						
100 REGULAR INSTRUCTION	3,948.69	3,348.47	145,818.00	145,818.00	142,469.53	2
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	79,548.00	79,548.00	79,548.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	10,282.00	10,282.00	10,282.00	0
600 OPERATIONS & MAINTENANCE	0.00	1,675.16	96,282.00	96,282.00	94,606.84	1
700 STUDENT ACTIVITIES	0.00	0.00	8,458.00	8,458.00	8,458.00	0
Org Total:	3,948.69	5,023.63	341,888.00	341,888.00	336,864.37	
628 THORNE BAY						
100 REGULAR INSTRUCTION	99.95	1,253.27	475,432.00	475,432.00	474,178.73	0
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	3,000.00	3,000.00	3,000.00	0
200 SPECIAL EDUCATION INSTRUC	613.87	613.87	180,269.00	180,269.00	179,655.13	0
400 SCHOOL ADMINISTRATION	7,761.78	7,761.78	21,418.00	21,418.00	13,656.22	36
450 SCHOOL ADMIN SUPPORT SRVC	4,750.83	4,750.83	56,656.00	56,656.00	51,905.17	8
600 OPERATIONS & MAINTENANCE	1,391.00	8,893.18	280,218.00	280,218.00	271,324.82	3
700 STUDENT ACTIVITIES	0.00	-5,460.42	45,169.00	45,169.00	50,629.42	-12
Org Total:	14,617.43	17,812.51	1,062,162.00	1,062,162.00	1,044,349.49	
632 WHALE PASS						
100 REGULAR INSTRUCTION	105.56	399.78	109,034.00	109,034.00	108,634.22	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	47,959.00	47,959.00	47,959.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	10,282.00	10,282.00	10,282.00	0
600 OPERATIONS & MAINTENANCE	0.00	279.26	56,451.00	56,451.00	56,171.74	0
700 STUDENT ACTIVITIES	0.00	3,931.10	8,500.00	8,500.00	4,568.90	46
Org Total:	105.56	4,610.14	233,726.00	233,726.00	229,115.86	
646 ALASKA TRAILS - DW CORRESPONDENCE						
140 CORRESPONDENCE INSTRUCTON	8,287.90	10,361.89	268,780.00	268,780.00	258,418.11	3
Org Total:	8,287.90	10,361.89	268,780.00	268,780.00	258,418.11	
649 DISTRICT WIDE						

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19:38:51

SOUTHEAST ISLAND SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 8 / 26

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Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
100 REGULAR INSTRUCTION	8,635.19	8,635.19	48,200.00	48,200.00	39,564.81	17
200 SPECIAL EDUCATION INSTRUC	1,668.53	2,308.53	207,787.00	207,787.00	205,478.47	1
220 SPED SUPPORT SRVCS-STUDNT	8,992.60	8,992.60	61,576.00	61,576.00	52,583.40	14
350 SUPPORT SERVICES-INSTRUCT	0.00	0.00	18,092.00	18,092.00	18,092.00	0
352 LIBRARY SERVICES	0.00	0.00	645.00	645.00	645.00	0
353 Technology	9,877.43	28,520.82	196,741.00	196,741.00	168,220.18	14
354 INSERVICE	358.00	1,767.54	5,600.00	5,600.00	3,832.46	31
400 SCHOOL ADMINISTRATION	5,641.13	5,641.13	1,158.00	1,158.00	-4,483.13	487
450 SCHOOL ADMIN SUPPORT SRVC	4,750.84	4,750.84	56,531.00	56,531.00	51,780.16	8
511 BOARD OF EDUCATION	3,580.71	3,580.71	126,877.00	126,877.00	123,296.29	2
512 OFFICE OF SUPERINTENDENT	21,327.11	22,771.09	348,216.00	348,216.00	325,444.91	6
550 DISTRICT ADMIN SUPRT SRVC	26,396.73	136,174.27	257,107.00	257,107.00	120,932.73	52
600 OPERATIONS & MAINTENANCE	45,801.87	300,495.31	866,451.00	866,451.00	565,955.69	34
700 STUDENT ACTIVITIES	2,007.58	2,007.58	96,759.00	96,759.00	94,751.42	2
900 OTHER FINANCING USES	0.00	0.00	65,000.00	65,000.00	65,000.00	0
Org Total:	139,037.72	525,645.61	2,356,740.00	2,356,740.00	1,831,094.39	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	254.55	648.00	356,485.00	356,485.00	355,837.00	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	43,481.00	43,481.00	43,481.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	10,282.00	10,282.00	10,282.00	0
600 OPERATIONS & MAINTENANCE	2,257.23	16,013.21	89,909.00	89,909.00	73,895.79	17
700 STUDENT ACTIVITIES	0.00	0.00	11,983.00	11,983.00	11,983.00	0
Org Total:	2,511.78	16,661.21	513,640.00	513,640.00	496,978.79	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	6,258.04	6,532.34	193,825.00	193,825.00	187,292.66	3
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
400 SCHOOL ADMINISTRATION	0.00	0.00	10,282.00	10,282.00	10,282.00	0
600 OPERATIONS & MAINTENANCE	737.75	2,245.30	77,386.00	77,386.00	75,140.70	2
700 STUDENT ACTIVITIES	0.00	0.00	7,000.00	7,000.00	7,000.00	0
Org Total:	6,995.79	8,777.64	289,993.00	289,993.00	281,215.36	
0.00Fund Total:	176,077.77	592,317.78	5,936,423.00	5,936,423.00	5,344,105.22	9 %
Grand Total:	176,077.77	592,317.78	5,936,423.00	5,936,423.00	5,344,105.22	9 %



Southeast Island School District
Superintendent's Report
Board Meeting: August 19, 2026
Prepared: August 13, 2026
Submitted by: Rod Morrison, Superintendent

District Goals

Collaboration

Continue strengthening and sustaining collaborative relationships with the Board of Education and District Leadership Team to support student success throughout the Southeast Island School District.

Public Trust

Build and maintain public trust through open and transparent communication and positive relationships across our communities.

Recent and Scheduled Engagements

July 4–10

- Kagan Leadership Training—Prince of Wales Island

July 30

- Renew America's Schools Grant meeting for Whale Pass and Port Alexander
- Prince of Wales CTE Consortium meeting

August 3

- Migrant Education meeting

August 5

- Instructional Coaches meeting

August 10

- Principals meeting

August 11–12

- Prince of Wales grant meetings in Klawock

August 14

- New Teacher meeting

August 17–18

- Lead Teacher Retreat in Ketchikan

August 19–20

- Districtwide in-service days
-

Upcoming Work

August 26

- First day of school

August 27

- Back-to-school barbecues in Hollis and Thorne Bay

September 2

- Naukati Welcome Back BBQ and ASC Meeting

September 15–18

- Alaska Health and Wellness Conference
-

District Highlights

It has been a busy and productive summer throughout the district. Numerous maintenance projects have been completed, and staff and students have worked diligently to prepare our schools for a successful start to the new academic year.

The Career and Technical Education construction class, led by Daniel Nelson, was a tremendous success. Students developed valuable hands-on skills while earning both wages and academic credit.

The district also organized an intensive cleaning crew that traveled from site to site to deep-clean each school building. Audrey provided outstanding leadership for this effort, and we have received numerous compliments regarding the crew's exceptional work.

Additional summer projects included repainting the parking and traffic lines at Thorne Bay School, completing grounds work, and preparing facilities across the district. We are also moving

forward with the Capital Improvement Project awards for Kasaan and Whale Pass, which will support significant improvements at both school sites. In addition, Port Alexander and Whale Pass have received funding through the Renew America's Schools grant program to support energy-related improvements.

Additionally, a big "shout out" to Jessie Heisler and Tristy Morrison for getting our SPED compliance issues cleared up.

I am deeply appreciative of everyone whose hard work contributed to these accomplishments. I am excited about our district team and look forward to a positive and successful school year.

Conclusion

The Southeast Island School District remains committed to collaboration, continuous improvement, and student-centered excellence. Through strong partnerships with the Board of Education, staff, families, tribal organizations, community partners, and local stakeholders, we continue to strengthen our systems, expand opportunities for students, and build a resilient future for our communities.

Thank you for your continued support of public education and your partnership in advancing the mission of the Southeast Island School District.

Respectfully submitted,

Rod Morrison
Superintendent



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.

A handwritten signature in black ink, appearing to read "Lucienne Smith".

Date: August 12, 2026

SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE

Goal #3: Increase Communication District and Community Wide

FY 2026 CLOSE-OUT – We are awaiting a few more invoices and making several final year end entries to wrap up for audit. The final audit this year is the week of September 22nd.

GASB Statement 103 is new and will take effect in FY 2026 audit. The required changes are not extensive, but they will require some additional information related to budget and actual variance for the major funds. Management will be required to provide a narrative to the auditors regarding significant variances between the original and final budget and between the final budget and the final actual revenues and expenditure. This narrative information will be relayed to the reader in the Notes to the Require Supplementary Information. GASB does not define what constitutes a 'significant' variance, but we have been advised to use materiality thresholds when identifying variances that may require explanation.

FY 2027 ENERGY RELIEF 'GRANT' – During the 2nd regular session of the 34th Legislature, HB 263 was passed and later signed by the Governor on June 24, 2026. It includes one-time supplemental funding and energy relief 'grants' to the districts. The final amounts are pending.

The one-time supplemental funding firm decision date is August 31, 2026, when the Commissioner of Revenue will determine the amount available. The Legislature structured the appropriation so that the amount available depends on the State's actual surplus generated by the oil revenue. Once the Commissioner makes a determination, then DEED will calculate each district's allocations.

The energy relief grant will be equal to 30% of the district's highest energy cost for FY 2024 – FY 2026, so they will await our final audit submission to allocate that funding. HB 28 was also passed which included wording regarding energy cost reimbursement that "districts must demonstrate 'reasonable efforts' to avoid increasing energy consumption to remain eligible." For Southeast Island School District that could reflect the increase in WFB use.

We have received approval of our FY 2027 budget by the Alaska Department of Education. A formal letter will be arriving soon.

BARRY CRAIG STEWART KASAAN AND WHALE PASS SCHOOLS RENOVATION GR 27-020 CIP PROJECT – SISD has received the Project Agreement from DEED. It requires signing and returning after clarification of the projects. If there are any major deviations from what was on the original CIP submittal, that will need to be addressed in writing and the Project Agreement adjusted accordingly.

OTHER: Q4 grant reimbursements have been processed and the Final Expenditure Reports (FERs) for the Alaska Grant Management System (GMS) have been processed. That will allow the State to appropriate any eligible carryover from FY 2026 and add it to the existing FY 2027 funding.

There are a few outstanding items remaining to provide for the AHFC Thorne Bay Housing grant closeout. Our auditors have completed the audited cost certification, a copy of which follows.

Please do not hesitate to ask questions.

SISD Vision:

"Students are equipped to realize their dreams and aspirations"

SISD Mission:

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

SOUTHEAST ISLAND SCHOOL DISTRICT

Project Cost Certification – Thorne Bay Housing

Grant Agreement Number RPH-24-SIS-1

Project Period Ending November 9, 2026

SOUTHEAST ISLAND SCHOOL DISTRICT

Project Cost Certification – Thorne Bay Housing

Grant Agreement Number RPH-24-SIS-1

Project Period Ending November 9, 2026

SOUTHEAST ISLAND SCHOOL DISTRICT

**Project Cost Certification – Thorne Bay Housing
Grant Agreement Number RPH-24-SIS-1
Project Period Ending November 9, 2026**

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Independent Auditor's Report

Owner's Name: Southeast Island School District
Owner's Address: PO Box 19569
Thorne Bay, AK 99919
Owner's EIN#: 92-0057120
Project Name: Thorne Bay Housing
Project Address: Thorne Bay, Alaska

Grant Number: RPH-24-SIS-1

Opinion

We have audited the costs included in the accompanying of Project Cost Certification of Southeast Island School District, for Alaska Housing Finance Corporation's (AHFC) grant RPH-24-SIS-1 (for the Thorne Bay Housing new construction) for the period of November 9, 2023 through November 9, 2026, and the related notes to the Project Cost Certification, as listed in the table of contents.

In our opinion, the Project Cost Certification referred to above present fairly, in all material respects, the Project Cost Certification incurred and administered by Southeast Island School District, for Alaska Housing Finance Corporation's grant RPH-24-SIS-1 for the period November 9, 2023 through November 9, 2026, in accordance with the financial reporting provisions described in Note 1.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Project Cost Certification section of our report. We are required to be independent Southeast Island School District, and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Basis of Accounting

We draw attention to Note 1 of the Project Cost Certification, which describes the basis of accounting. As described in Note 1 to the Project Development Costs, the Project Development Costs was prepared on the basis of accounting practices prescribed by the Internal Revenue Service, under the accrual method of accounting, and in conformity with the format and rules set by Alaska Housing and Finance Corporation (AHFC), which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Project Cost Certification

Management is responsible for the preparation and fair presentation of the Project Cost Certification in accordance with the accounting practices prescribed by the Internal Revenue Service, under the accrual method of accounting, and in conformity with the format and rules set by Alaska Housing Finance Corporation (AHFC), which is a comprehensive basis of accounting other than generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the Project Cost Certification that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Project Cost Certification

Our objectives are to obtain reasonable assurance about whether the Project Cost Certification as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the Project Cost Certification.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risk of material misstatement of the Project Cost Certification, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the Project Cost Certification.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Southeast Island School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the Project Cost Certification.

Purpose of this Report

This report is intended solely for the information and use of Southeast Island School District, its management, and for the filing with AHFC and should not be used for any other purpose. We have no financial interest in the project other than in the practice of our profession.

Anchorage, Alaska
Month XX, 20XX

SOUTHEAST ISLAND SCHOOL DISTRICT

Project Cost Certification Thorne Bay Housing
Grant Agreement Number RPH-24-SIS-1

November 9, 2026

Project Information

1. Project Owner: Southeast Island School District

Owner's Address: PO Box 19569
Thorne Bay, Alaska 99919

Owners' EIN: 92-0057120
2. Project Name: Thorne Bay Housing

Project Address: Thorne Bay, AK

Grant #: RPH-24-SIS-1
3. There were no limitations placed on the CPA in regard to review of invoices, expenses incurred, or other project information.
4. The CPA reviewed the cost certification reports and the supporting invoices and other documents. Applicable documents relating to the grant and project revenues and expenses were obtained and reviewed.
5. Preparer Signature:

Preparer Address: 3000 C St. N., Suite 201
Anchorage, Alaska 99503

Contact Name: Joe Bergene, CPA

Fax Number: (907) 274-2993

Phone Number: (907) 274-2992

E-Mail Address: joeb@altrogco.com

**AHFC Planning and Program Development
THHP Project Development Cost Data Form**

1. Enter Your Grant ID:		RPH-24-SIS-1	
2. Organization Name:		SOUTHEAST ISLAND SCHOOL DISTRICT	
3. Status of Form: (Initial, Revision)		Initial	
4. Description of Development Activity:		AHFC THHP Funds	Non AHFC Funds
			Total
A) Acquisition of Land and Buildings		\$0.00	\$0.00
B) New Construction or Rehab Costs		\$690,000.00	\$164,726.95
i. New Building Costs		\$690,000.00	\$164,726.95
ii. Rehabilitation Costs		\$0.00	\$0.00
iii. Site Prep. and Development		\$0.00	\$0.00
iv. Utility Connections and Landscaping		\$0.00	\$0.00
v. Appliances and Fixtures		\$0.00	\$0.00
vi. Job Training Program Costs		\$0.00	\$0.00
vii. Residential Furniture		\$0.00	\$0.00
ix. Other Cost (List):		\$0.00	\$0.00
C) Contractor Fee and Overhead ¹		0.00%	\$0.00
D) Contractor Contingency ²		0.00%	\$0.00
E) Construction Financing Costs:		\$0.00	\$0.00
F) Permanent Loan Financing Costs:		\$0.00	\$0.00
G) Related Soft Costs—General:		\$5,000.00	\$0.00
i. Architectural and Engineering		\$0.00	\$0.00
ii. Closing, Escrow, Title Fees		\$0.00	\$0.00
iii. Legal, Accounting and Audit		\$5,000.00	\$0.00
iv. Market Study		\$0.00	\$0.00
v. Replacement Reserves (\$300/unit)		\$0.00	\$0.00
vi. Marketing Reserves – Affirmative Marketing		\$0.00	\$0.00
vii. Operating Reserves		\$0.00	\$0.00
ix. Site Environmental Review		\$0.00	\$0.00
ix. Predevelopment Consultants, Admin.		\$0.00	\$0.00
x. Other: (List)		\$0.00	\$0.00
H) General Requirements ³		0.00%	\$0.00
I) Developer Fee and Overhead Costs ⁴ :		0.00%	\$0.00
TOTAL PROJECT COST:		\$695,000.00	\$164,726.95
			\$859,726.95
5. Grantee Information:			
Name: SOUTHEAST ISLAND SCHOOL DISTRICT			
Title: Contracted Business Manager			
Signature:			
Date: 08/03/2026			

Notes:

1. Contractor Fee and Overhead cannot exceed 10% of Construction/Rehabilitation Cost
2. Contractor Overhead maximum for new construction is 10% of Construction Cost, 5% for Rehabilitation Cost.
3. General Requirements cannot exceed 10% of Construction/Rehabilitation Cost.
4. Developer Fee cannot exceed 15% of Total Development Cost.

AHFC Planning and Program Development THHP Sources of Funds Form		
1. Enter Your Grant ID:	RPH-24-SIS-1	
2. Organization Name:	SOUTHEAST ISLAND SCHOOL DISTRICT	
3. Status of Form: (Initial, Revision)	Initial	
4. Source of Funds	Documented (Y/N)	Total Amount
a. <u>Sponsor Contributions:</u>	19%	\$164,726.95
i. Sponsor Cash:		\$164,726.95
ii. Value of Land Contribution ¹ :	No	
iii. Value of Donated Materials ² :	No	
iv. Value of Donated Project Labor ³ :	Yes	
b. <u>Grant Funds Through AHFC</u>	81%	\$695,000.00
i. Select Source: THHP Funds	Yes	\$695,000.00
ii. Select Source:		
iii. Select Source:		
c. <u>Grant Funds Not Through AHFC:</u>	0%	\$0.00
i. Specify:	Yes	\$0.00
ii. Specify:		
iii. Specify:		
d. <u>Loans:</u>	0%	\$0.00
i. First Deed of Trust - Identify Source:		
ii. Second Deed of Trust - Identify Source:		
iii. Third Deed of Trust - Identify Source:		
iv. Fourth Deed of Trust - Identify Source:		
e. <u>Tax Credit Equity Investor:</u>	0%	\$0.00
i. Identify Investor:		
ii. Identify Investor:		
TOTAL SOURCES OF FUNDS		\$859,726.95
6. Grantee Information:		
Name: LUCIENNE SMITH		
Title: Contracted Business Manager		
Signature:		
Date: August 3, 2026		

Notes:

1. Must provide evidence of land value in the form of an appraisal or bill of sale
2. Materials to be used in construction of units.
3. Wage rate for volunteer labor must be documented through actual wages paid for similar work in market area.
4. Must equal Total Project Cost on the bottom of your Project Development Cost Data Form)

SOUTHEAST ISLAND SCHOOL DISTRICT

Project Cost Certification – Thorne Bay Housing
Grant Agreement Number RPH-24-SIS-1

Notes to Project Cost Certification

For the Project Period Ending November 9, 2026

NOTE 1- Summary of Significant Accounting Policies

The Project Development Costs (the Statement) has been prepared to report the costs incurred and administered by Southeast Island School District for the Thorne Bay Housing Project for the period November 9, 2023 to November 9, 2026. The Project Development Costs have been prepared in accordance with accounting practices prescribed by the Internal Revenue Service, under the accrual method of accounting and in conformity with the format and rules set by AHFC. These practices differ in certain respects, which in some cases are material, from accounting principles generally accepted in the United States of America.

The funds provided Southeast Island School District were for construction costs related to a housing project as prescribed by grant RPH-24-SIS-1. Additional funding sources were provided by the School District.

NOTE 2

Approved Budget By Line Item

Budget Category	AHFC Funding	Other Funding	Total	Actual Costs
New Construction/Rehab costs	\$690,000	\$131,500	\$821,500	\$854,727
Soft Costs	\$10,000	\$20,000	\$30,000	\$5,000
Total Costs	\$700,000	\$151,500	\$851,500	\$859,727

NOTE 3

All AHFC monies were received on a reimbursement basis and there was no interest earned on advances.

Board Report

State and Federal Programs

Astrid Richard-Cook, State and Federal Programs Coordinator
August 2026

During June, July and August, I focused on completing annual grant applications and advancing major capital improvement funding opportunities for the district.

Federal Programs

- Finalized the FY2027 Elementary and Secondary Education Act (ESEA) consolidated grant application, including:
 - Title I, Part A – Improving Basic Programs
 - Title I, Part C – Education of Migratory Children
 - Title II, Part A – Supporting Effective Instruction
 - Title IV, Part A – Student Support and Academic Enrichment
- Finalized the Title VI Indian Education grant application to support culturally responsive educational programming and services for eligible students.

Capital Improvement Program (CIP) Grants

Significant effort was dedicated to preparing Capital Improvement Program (CIP) grant applications for district facilities. This included developing and writing 19 detailed narratives across 18 required application categories for the Thorne Bay project.

Submitted applications include:

- **Thorne Bay Campus Building Systems Renewal: Roof Replacement, HVAC, and Fire Suppression**
 - **Requested Amount: \$16,295,982.00**
 - Prepared comprehensive application materials documenting facility needs, project scope, and supporting narratives to address critical infrastructure improvements.
- **Whale Pass School Multipurpose Center**
 - **Requested Amount: \$1,100,000.00**
 - Completed application materials supporting the construction of a multipurpose facility to enhance educational and community use.

Housing Grant

- Currently working on the Alaska Housing Finance Corporation (AHFC) Housing Grant application for **Hollis** in the amount of **\$700,000.00** to support district housing needs.

The completion of these federal and capital grant applications represents a significant investment in securing funding to improve educational programs, modernize district facilities, and support recruitment and retention through housing initiatives. The department will continue to monitor application status, respond to agency requests for additional information, and prepare for implementation activities as funding decisions are made.

Southeast Island School District
FY 2028 – 2033 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	C	Thorne Bay School Campus Building Systems Renewal The Thorne Bay School campus requires comprehensive renewal of multiple building systems that have reached the end of their useful life. The project will replace aging roofing, HVAC, fire suppression, plumbing, electrical, controls, ceilings, and other critical infrastructure to improve safety, reliability, energy efficiency, and extend the service life of the District's largest school facility. The project will be completed as a coordinated campus-wide rehabilitation rather than a series of individual repairs.	X	\$16,296,000
2	F	Whale Pass Multipurpose Education Center Construct a 3,600-square-foot multipurpose educational facility to provide the first dedicated indoor physical education and activity space at Whale Pass School. The building will support physical education, archery, taekwondo, and other instructional programs while eliminating the need for students to travel to neighboring schools for practice. The simplified design minimizes construction and operating costs by eliminating plumbing, water, sewer, and sprinkler systems.	X	\$4,088,2970
3	E	Naukati and Coffman Cove DDC Controls Replacement Replace obsolete direct digital building control systems at Naukati and Coffman Cove Schools to improve HVAC reliability, energy management, freeze protection, and remote monitoring. The project will modernize building automation systems, reduce maintenance costs, and improve occupant comfort while protecting critical building infrastructure.	X	\$1,684,000
4	F	Bus Barn / Food Storage Remodel Remodel the existing bus barn and food storage facility to provide complete separation between vehicle maintenance operations and district food storage. The project will improve ventilation, food safety, employee safety, and building functionality while extending the useful life of the existing facility.	X	\$1,800,000

Southeast Island School District
FY 2028 – 2033 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
5	B	Kasaan New School Replace the existing 2,300-square-foot former logging building with a modern PreK–12 school designed to meet current educational standards and enrollment needs. The new facility will provide adequate instructional space, modern building systems, and educational support areas for current and future students.	X	\$31,000,000.
6	C	Port Alexander School Rehabilitation Comprehensively rehabilitate the existing Port Alexander School and generator building to extend the facility's useful life. The project will renew the roof, building envelope, mechanical, electrical, interior finishes, and other deteriorated building systems while preserving the existing school in this remote community.	X	\$5,000,000

FY 2028 TOTAL \$59,868,297

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost

FY 2029 TOTAL

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
			☐	
			☐	

FY 2030 TOTAL

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
			☐	
			☐	

Southeast Island School District
FY 2028 – 2033 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost

FY 2031 TOTAL

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
			☐	
			☐	

FY 2032 TOTAL

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
			☐	
			☐	

FY 2033 TOTAL

Adopted August 19, 2026, at a duly convened meeting of the Southeast Island School District at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

 Superintendent

 Date

 School Board President

 Date

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

Form #05-19-051



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

Resolution 2027-01

A RESOLUTION ADOPTING THE FY2028–2033 SIX-YEAR CAPITAL IMPROVEMENT PLAN AND AUTHORIZING CAPITAL IMPROVEMENT PROJECT FUNDING APPLICATIONS

WHEREAS, the Southeast Island School District Board of Education recognizes its responsibility to provide safe, functional, efficient, and educationally appropriate facilities for students, staff, and communities throughout the District; and

WHEREAS, the District has identified significant capital needs involving aging building systems, life-safety infrastructure, educational space, heating and ventilation controls, facility rehabilitation, food storage and operational facilities, and replacement of inadequate school facilities; and

WHEREAS, the District has developed a Six-Year Capital Improvement Plan for Fiscal Years 2028 through 2033 to identify, prioritize, and address these facility and infrastructure needs; and

WHEREAS, the District's FY2028 capital priorities represent an estimated **\$59,868,297** in facility improvements, rehabilitation, renewal, and new construction necessary to protect District assets and support educational programs throughout Southeast Island School District; and

WHEREAS, adoption of a Six-Year Capital Improvement Plan supports the District's eligibility and readiness to pursue funding through the Alaska Department of Education and Early Development, the Alaska Legislature, federal agencies and programs, and other available capital funding sources;

NOW, THEREFORE, BE IT RESOLVED that the Southeast Island School District Board of Education hereby adopts the **FY2028–2033 Six-Year Capital Improvement Plan**.

BE IT FURTHER RESOLVED that the Board establishes the following projects as the District's FY2028 capital improvement priorities, in the priority order shown:

1. **Thorne Bay School Campus Building Systems Renewal — \$16,296,000**
Comprehensive renewal of aging campus building systems, including roofing, HVAC, fire suppression, plumbing, electrical systems, controls, ceilings, and other critical infrastructure to improve safety, reliability, energy efficiency, and extend the service life of the District's largest school facility.

2. **Whale Pass Multipurpose Education Center — \$4,088,297**
Construction of an approximately 3,600-square-foot multipurpose educational facility to provide dedicated indoor space for physical education, archery, taekwondo, and other instructional and activity programs at Whale Pass School.
3. **Naukati and Coffman Cove DDC Controls Replacement — \$1,684,000**
Replacement of obsolete direct digital building control systems at Naukati and Coffman Cove Schools to improve HVAC reliability, energy management, freeze protection, remote monitoring, occupant comfort, and protection of critical building infrastructure.
4. **Bus Barn / Food Storage Remodel — \$1,800,000**
Remodel of the existing bus barn and food storage facility to provide complete separation between vehicle maintenance operations and District food storage and to improve ventilation, food safety, employee safety, and overall building functionality.
5. **Kasaan New School — \$31,000,000**
Replacement of the existing approximately 2,300-square-foot former logging building with a modern PreK–12 school designed to meet current educational standards, enrollment needs, building requirements, and instructional programming needs.
6. **Port Alexander School Rehabilitation — \$5,000,000**
Comprehensive rehabilitation of the existing Port Alexander School and generator building, including renewal of the roof, building envelope, mechanical and electrical systems, interior finishes, and other deteriorated building systems to extend the useful life of the facility.

BE IT FURTHER RESOLVED that the estimated total cost of the District's FY2028 capital improvement priorities is **\$59,868,297**, subject to refinement through design, engineering, cost estimating, grant application development, and other project planning activities.

BE IT FURTHER RESOLVED that the Board authorizes the submission of Capital Improvement Project grant applications, legislative funding requests, federal funding requests, and other related capital funding applications for projects identified within the FY2028–2033 Six-Year Capital Improvement Plan.

BE IT FURTHER RESOLVED that the Superintendent shall serve as the District's approving authority for all Capital Improvement Project applications, funding requests, and related submissions made pursuant to this resolution.

BE IT FURTHER RESOLVED that the State and Federal Programs Coordinator, with the approval of the Superintendent, is authorized to prepare, coordinate, submit, and administer Capital Improvement Project applications and associated supporting documentation, including, but not limited to, project narratives, cost estimates, engineering and condition reports, certifications, correspondence, letters of support, and other materials required by the Alaska Department of Education and Early

Development, the Bond Reimbursement and Grant Review Committee, the Alaska Legislature, federal agencies, and other funding entities.

BE IT FURTHER RESOLVED that the Superintendent and designated District staff are authorized to take such administrative actions as may be reasonably necessary to carry out the intent of this resolution, including making non-substantive revisions, updating supporting documentation, refining project cost estimates, and responding to requests for supplemental information from funding agencies, provided that such actions do not materially alter the Board-established project priority order without further Board approval.

BE IT FURTHER RESOLVED that the Board affirms its support for these projects and respectfully requests favorable consideration of funding to address critical educational facility deficiencies, aging infrastructure, operational needs, life-safety concerns, and capital needs throughout the Southeast Island School District.

PASSED AND APPROVED by the Southeast Island School District Board of Education this 19th day of August, 2026.

Benjamin Blair
SISD Board President

Attested: _____
Molly Kimzey
SISD Board Clerk

Southeast Island School District



Student/Parent Handbook

2026-2027 School Year

Rod Morrison, Superintendent

Jessica Heisler, Thorne Bay Principal / Special Education Director

Dr. Paulisa Scarlett - Area Principal / CTE Director

VISION STATEMENT

Students are equipped to achieve their dreams and aspirations

MISSION STATEMENT

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

This handbook belongs to: _____

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, AK99919

Phone:(907) 828-8254 ~ Fax:(907) 828-8257 ~ E-mail:sisd@sisd.org

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WHY YOU SHOULD CARE ABOUT THIS HANDBOOK?

This handbook is here to help us work together so we can have a safe, fun, and successful school year.

Our handbook provides us with the expectations of the school community and school board, which guides the social norms within our schools. We all have a right to reach our highest potential. And when teachers, students, and administrators work together to follow the expectations in this book, we will create a learning environment where all students are prepared to live full and interesting lives.

As we all know, there is no way to predict all the disagreements that might arise between students and the school. There will be issues we may have failed to address in this handbook, and no situation is ever simple. When this happens, school administration will review school policies and evaluate student behavior in a way that creates a safer, more fun, and more productive learning environment for everyone in the school.

Our school community works very hard to make our learning environment as relevant and useful as possible. Together, we will acquire the tools we need to meet our definition of success and thrive in our ever-changing world. The teachers, students, and administrators in our schools maintain high expectations for themselves and are constantly reflecting on how we can develop our teaching and learning skills.

You, our students, are the future of our communities. The buildings, the classrooms, the greenhouses, the kayaks, and every adult in our schools are here to help you find and develop your talents. The expectations and social norms that make up this handbook are here to create a learning environment where students, teachers, and administrators take care of each other, take care of ourselves, and take care of our schools. Your schools have high expectations of you. Make sure you have high expectations of your schools. Your involvement and participation in every part of your school community is essential to maintaining the high level of education and individualized learning you should continue to expect to receive. We are excited to begin a new year and look forward to working with you!

4 – DAY SCHOOL WEEK CALENDAR

2026-2027 School Calendar																												
District Name: SOUTHEAST ISLAND SCHOOL DISTRICT														School: ALL SCHOOLS including AK-TRAILS Correspondence														
Approved: SISD Board of Education 3/18/26, DEED Commissioner 5/5/26														Title: District-wide 2026-2027 School Calendar														
LEGEND		August 2026							September 2026							October 2026												
C	School Closes	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
E	End of Quarter							1			1	2	3	4	5						1	2	3					
H	Legal Holiday																					W						
I	Inservice Day	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10						
M	Parent-Teacher Conf Meeting reqts									H				W					M	M								
O	School Opens						NI																					
S	Saturday School	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24						
T	Testing		SI	LT	I	I	W							I						E	W							
V	Vacation Day	23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31						
W	Teacher Workday		W	O																		I						
X	Emergency Closure Day	30	31																									
LT	Lead Teacher Day																											
NI	New Teacher Inservice	# of Inservice Days:						2	# of Inservice Days:						1	# of Inservice Days:						1						
SI	SpEd Inservice	# of Student Days:						4	# of Student Days:						17	# of Student Days:						17						
	Student day	# of Teacher Days:						7	# of Teacher Days:						19	# of Teacher Days:						20						
November 2026							December 2026							January 2027							February 2027							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7			1	2	3	4	5							1	2	1	2	3	4	5	6	
					W								W						H							W		
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
					W								W						W					M	M			
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
																		E	W						W			
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
	V	V	V	H	H			V	V	V	V	H																
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28							
								V	V	V	V								I									
														31														
# of Inservice Days:						0	# of Inservice Days:						0	# of Inservice Days:						1	# of Inservice Days:						0	
# of Student Days:						13	# of Student Days:						11	# of Student Days:						16	# of Student Days:						16	
# of Teacher Days:						15	# of Teacher Days:						13	# of Teacher Days:						19	# of Teacher Days:						18	
March 2027							April 2027							May 2027							June 2027							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6						1	2	3							1			1	2	3	4	5
					I							E	W														C	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
					W														W		LT	W						
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
												W																
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
	V	V	V	V	V														W									
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
												I																
														30	31													
															H													
# of Inservice Days:						1	# of Inservice Days:						1	# of Inservice Days:						0	# of Inservice Days:						0	
# of Student Days:						15	# of Student Days:						27	# of Student Days:						16	# of Student Days:						4	
# of Teacher Days:						17	# of Teacher Days:						20	# of Teacher Days:						18	# of Teacher Days:						18	

146 Student Days

142 days:

- > Grades 1-12: 7 hours + lunch (8 am - 3:30 pm)
- > Grade K: 5 hours, 5 minutes + lunch (minimum)
(schedule set by school)

4 days (P/T conferences 10/7, 10/8, 2/10, 2/11):

- > Grades K-12: 5 hours + lunch

172 Teacher Working Days

146 student days: 7.75 hours/day

7 inservice days: 7 hours/day

19 workdays: 6 hours/day

* The lead teacher days are part of the Lead Teacher contracts

** The new teacher and SpEd inservice days are extra-duty days

WHY IT'S IMPORTANT TO COME TO SCHOOL

The State of Alaska requires that every child between seven and sixteen years of age attends school. Children who are 5 years of age on or before September 1 are eligible to attend kindergarten. A student who has not yet turned 20 years of age by September 1 and who has not yet graduated may attend school.

According to Alaska law, your parent/guardian is responsible for your regular attendance. Each five days of unexcused absence will be a separate violation of this law. If your parent/guardian knowingly fails to comply with this law, they are guilty of a violation and the school district is required to address each violation. (Refer to AS 14.30.010, 14.30.020, and 14.30.030)

ATTENDANCE

We at Southeast Island School District believe that regular attendance is a crucial element of a good education. In order to provide you with an equal opportunity to attend classes during the regular school year, we encourage your family to limit any family/personal trips to scheduled breaks in the school year. We ask that your parents plan vacations, doctor's appointments, etc., for days when school is not in session. If an absence is unavoidable, we ask that parents give the teachers and principal as much notice as possible, so that they can plan make-up work for the student.

In the event of an unexplained absence, the lead teacher/principal will make prompt and reasonable efforts to contact parents. *In most cases, if a student is absent without explanation for ten consecutive days, he or she will be dropped from our enrollment.* Ultimately, a child's attendance is the responsibility of the parent/guardian.

Attendance Interventions

- If a student has been absent for five or more consecutive days, the school should contact the parent and request a plan of action, which may include transfer to our AK-TRAILS Correspondence/Homeschool program.
- In the event of a prearranged school absence that extends beyond fifteen consecutive school days, an administrative meeting will be held to determine the possibility of a transfer to our AK-TRAILS Correspondence/Homeschool program.
- If the school believes that the absences are the result of parental neglect, they will, in accordance with mandatory reporting laws, contact the Alaska Department of Health and Social Services, Office of Children's Services on behalf of the child.

Definition of Absence

A student will be counted absent when not present at school. A student is considered present only if physically present at school or engaged in a school activity, even if the activity is away from the school.

Excused vs. Unexcused Absence

If you are going to be absent for personal reasons, your parent/guardian should write to the principal/lead-teacher to ask that the expected absence be excused. The principal/lead-teacher or designee may deny the request if the principal/lead-teacher believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Absences and Checking Out

- Parents are asked to call the school as soon as they know the absence will occur. This will allow the teacher to plan make-up work, to know approximately how long the student will be absent, and to arrange to send assignments home.
- Students who leave school grounds for any reason are to check out with the lead teacher/principal or designee. Students will not be permitted to leave the building without parent's/guardian's stated or written permission and permission of the lead teacher.
- Students who become ill must report to the principal/lead teacher or designee before receiving permission to leave the building
- A student returning to school during the day must check in with the lead teacher or designee before re-entering class.
-

Makeup Work

Each teacher may determine the policy for his/her classroom. If that policy is different from that listed below, it must be clearly stated in a formal document signed by both parent/guardian and student.

Excused Pre-planned Absences: Any assigned homework will be due on a day agreed upon by the teacher. For each day of absence, the student will be given one day to make up the work.

Excused Unplanned Absences: After returning to school, students will have additional time equal to the number of days missed to make up their work.

Skipping: The teacher is under no obligation to provide make up work in this case; the student should expect to earn zeros for all missed work.

Student & Parent Opt-Out Policy

Parents/guardians may choose to opt their student out of specific classroom activities, lessons, or field trips by submitting a **written request** to the school office at least 24 hours before the scheduled activity.

If a student opts out of a classroom activity or field trip, an **alternative assignment** will be provided to ensure the student has an opportunity to meet the related learning objectives. The alternative assignment must be completed within the timeframe set by the teacher in order to receive credit for the missed activity.

Tardies

A tardy is defined as not being present in the classroom when the class is scheduled to begin. Teachers are required to keep records of tardies, and work with your school's lead teacher/principal/designee to determine appropriate consequences.

For high school students, teachers are required to keep records of attendance for each class. Students are considered tardy if they arrive within ten (10) minutes of class; students who arrive in class more than ten (10) minutes late will be marked absent for that class period.

SISD MODEL OF INSTRUCTION

Elementary-Middle School

SISD recognizes grades (K-12) for chronological and state reporting purposes. Standards are identified for each grade level and students are assessed using multiple methods throughout the school year.

High School

Credit-earning courses start at 9th grade and continue through 12th grade. Multiple assessments are also expected at the secondary level. Good attendance and persistent daily effort are essential for success.

MATERIALS & EQUIPMENT

Textbooks, workbooks, computers, and instructional equipment are supplied and maintained by the District. Students are expected to furnish their own general supplies, including pencils and notebooks. The lead teacher/principal is authorized to provide materials, including general supplies, for students who are unable to pay. Students shall not be charged for any required activities held during school hours. Schools may charge for:

- Costs and materials used for vocational course projects that will become the property of the student;
- Lost and damaged books, materials, supplies, and equipment including computers.

Students are responsible for the care of their materials and any equipment they are using. Students are required to sign a computer use agreement form outlining appropriate use and will sign out specific textbooks and equipment. Students are not held liable for normal wear and tear on items in their care but will be charged for the repair or replacement due to damage caused by student negligence, vandalism or loss. Replacement cost for textbooks and computers will reflect actual cost of replacement and not the initial cost to the district. Transcripts and/or diplomas will not be released to the student until all fines or fees are paid.

GRADES/REPORT CARDS

Aside from the many phone calls, notes, and class work folders being sent home, written report cards are sent home at the end of each quarter. If a parent or teacher feels that a conference is necessary, it should be arranged as soon as possible so that we will be able to work together to help you be successful. If you have any questions pertaining to your grades/report card or the instructional program in which you are involved, please do not hesitate to contact your teacher and request a conference. In addition to regular report cards and conferences, teachers are expected to make contact with the parent/guardian when passing a class is in peril and when your behavior is affecting performance. There should be no surprises. The district strives for clear and open communication.

HIGH SCHOOL GRADUATION REQUIREMENTS

BOARD POLICY 6146.1

A student with a minimum of 22 credits covering all required courses is eligible for a diploma.

Credits Required for Class Ranking

Once a student reaches the 9th grade, credits determine class standing.

Freshman	9 th grade	1-6 credits
Sophomore	10 th grade	7-12 credits
Junior	11 th grade	13-18 credits
Senior	12 th grade	19-22 credits

Credits Required for Graduation

Graduation requirements for students enrolled in all schools except AK-TRAILS

Correspondence:

Credits	Subject
4	Language Arts
3	Science
3	Math (Algebra 1)
0.5	Physical Education
0.5	Health
3	Social Studies (U.S. History/World History/Civics/Alaska History)
8	Electives (strongly recommend at least 1 credit of World Language and CTE)

Total = 22 credits

Graduation requirements for students enrolled in AK-TRAILS Correspondence:

Credits	Subject
4	Language Arts
2	Science
3	Math (Algebra 1)
0.5	Physical Education
0.5	Health
3	Social Studies (U.S. History/World History/Civics/Alaska History)
8	Electives (strongly recommend at least 1 credit of World Language and CTE)

Total = 21 credits

Career & Technical Education Pathways

Over the next three years, SISD is building out career pathways that let students combine coursework, hands-on experience, and industry credentials in an area they're genuinely interested in. Four pathways already have full course sequences in place: Construction, Health Science, Education, and Entrepreneurship. We're actively building toward several more, including Electrical, Maritime, STEM, Culinary & Family Sciences, Natural Resources & Environmental, and a Tribal Governance & Civics pathway connecting students to civic engagement opportunities beyond the classroom.

We're also exploring student organizations (CTSOs) that pair with these pathways, groups like SkillsUSA, HOSA, FCCLA, BPA, DECA, FFA, and Educators Rising, which give students competition, leadership, and networking opportunities tied to their field. Which of these SISD ultimately offers will depend on staffing, student interest, and each pathway's development.

Work-Based Learning, Coming Soon

SISD is developing paid work-study and practicum opportunities that let students apply their coursework in real workplace settings, guided by Alaska's Work-Based Learning Guide, the state framework that keeps these placements safe, fairly paid, and properly supervised. We're in the process of building partnerships with local employers, and we'll share specifics with families as placements are finalized.

Awarding Credit

Course grades will be averaged based on the length of the course. A course completed in 18 weeks (a minimum of 80 hours of instruction) will have a grade with .50 credits awarded. A semester long course will average the two quarter (9 week each) report card grades. A yearlong class will be broken into two semesters and a final grade will be calculated on the report card. A failed semester grade will remain on your transcript. That grade will be averaged into the GPA until the course is repeated.

It is not uncommon to have a course meet less frequently, and be awarded 0.25, 0.50, or 0.75 credits after the entire school year. Any class that deviates from the norm will be identified in the comment section of each report card. Credits will normally be limited to 6 each year. Seniors may exceed 6 credits per year in order to graduate on time. No student may exceed 7 credits without administrative review.

Challenge Exams – Quick Guide for Students

Want to get high school credit for something you already know? A **Challenge Exam** lets you skip a class by proving you've mastered the material.

How it works:

- If you think you already know the subject, ask your counselor about taking a challenge exam.
- You'll need to apply at least **4 weeks** before the test date.
- The test covers the *whole* course, so be ready for everything.
- Score **85% or better**, and you'll get credit on your transcript (listed as "Pass").
- No grade means it won't change your GPA.

Things to know:

- Not every class has a challenge exam option.
- You can only try once for each course.
- There might be a small fee for testing.

Incomplete Scores

We strive to give students every opportunity to succeed. Students failing a 9 or 18-week course will only have additional time to correct the problem if there are documented

health concerns or other unusual and excusable circumstances that have impacted recent attendance or performance. The maximum allowable extension is 10 calendar days. If work is not satisfactorily completed within the allowed time, the grade will revert to what it would have been without the time extension. There will be no further opportunity to improve the grade. Failure to complete assignments is not acceptable as a reason for an incomplete. Not every course is offered every year. The older the student, the more essential that the course be passed the first time, as failure may require additional time in school or the purchase of acceptable replacement courses. No outside course will be accepted for credit without prior permission from the principal. The district takes no responsibility for the cost of these courses.

Credit for Repeat Courses

With the approval of the principal, a student may repeat a course in order to raise his/her grade. The highest grade received will be the permanent grade on the student's transcript. The lower grade will be changed to NC – No Credit and remain on the transcript. This is only possible if repeating the course in the same way it was first taken, and if the course is offered again. For instance the content of a purchased course would be different than what was offered in the classroom. In that case both grades would remain, although only one of the two could be used for a graduation requirement. Any ties for academic awards at graduation will be settled with preference given to the student without repeated courses.

Credit from Other Programs

Middle school students are encouraged to take challenging courses enabling them to advance beyond the minimum expectations for graduation. In most cases, high school credit is not awarded for courses completed during middle school. No student will be denied access to challenging work regardless of age, and it is possible that middle school students may be in classes with high school students. When credit is awarded for high school, it will be noted on the transcript when the course was completed.

Pass the Class the First Time

Due to the size of our individual communities and schools, it is extremely difficult to offer every possible course every semester. Your success when a course is first offered is essential. Regular attendance, frequent communication between you, your parent and the teacher, and the understanding that with age comes more homework and responsibility, are all critical elements. Not every course will be offered every year, and there may be situations where a student would have to take a course either through the SISD AK-TRAILS Correspondence/Homeschool program, or at their own expense, in order to graduate on time.

Early Graduation

Depending on the school, students could have the opportunity to earn as many as 28 credits during high school. Students are discouraged from early graduation. Our changing world requires all of the skills and maturity a student can acquire. On occasion, early graduation requests will be granted to students with a further education plan who are 17 years of age and have not completed their senior year. This process begins with the Lead Teacher or Principal and requires School Board approval following a student presentation to the School Board. You will also submit an application packet to the Board that includes at least the following: current transcripts, a letter from you that includes evidence of future plans such as acceptance into a post secondary career option, and recommendation letters from teacher(s), lead teacher or principal, and parent(s)/guardian(s). The presentation must be made by the November School Board meeting; the application packet must be submitted at least ten days before this meeting. You can be physically present at the meeting or attend the meeting virtually. Meeting minimum graduation requirements is not considered a reasonable excuse for early graduation.

Graduation Ceremonies

High School graduation ceremonies will be held to recognize those students who have successfully completed the district requirements. The superintendent or designee may deny a student the privilege of participating in graduation or promotion activities because of misconduct. The graduation ceremony may also be used to recognize the accomplishments of younger students and to recognize alternative methods of graduation.

Valedictorian/Salutatorian

Determination of valedictorian and salutatorian are made based on the following criteria:

1. Highest overall GPA at the end of third quarter of the student's senior year
2. Lowest number of repeated courses
3. Highest score on the SAT or ACT or Work Keys Tests (Must compare like tests)
4. Total Credits Earned
5. Honors and College Dual Credit Courses (highest number of these)
6. Service Learning and Community Service

The determination is made by starting at the first criterion. The next criterion is only evaluated if there is a tie or conflict on the preceding criterion. Valedictorian is the

student who ranks 1st using this method. Salutatorian is the student who ranks 2nd using this method.

College Courses for Dual Credit

Students who choose to pursue an independent study college course may take the course of their choice. Students may receive dual credit for the course if pre-approved by an SISD principal or designee. Students will be allowed to have this course in their schedule during the regular day if there is a teacher/designee available for supervision during the period. SISD takes no responsibility for the cost of these programs unless a student has exhausted all possible credit opportunities with SISD. Tuition (up to \$250 per course) will be reimbursed only upon successful completion and only with prior permission from the principal or lead teacher.

UNIVERSITY OF ALASKA'S SCHOLAR AWARD

Calculation of grade point average (GPA) will occur at the end of the junior year for the purpose of determining the recipients of the UA Scholars' Award (top 10% of class) and will be based on the same grades as listed for valedictorian/salutatorian. The Lead Teacher/Principal is responsible for submitting names at the end of the junior year, and for submitting any changes for the scholarship at the beginning of the senior year. The determination for this award is based on the following criteria:

1. Highest overall GPA at the end of junior year
2. Lowest number of repeated courses
3. Highest score on the SAT or ACT or Work Keys Tests (Must compare like tests)
4. Total Credits Earned
5. Honors and College Dual Credit Courses (highest number of these)
6. Service Learning and Community Service

The determination is made by starting at the first criterion. The next criterion is only evaluated if there is a tie or conflict on the preceding criterion. UA Scholar is the student who ranks 1st using this method. Only juniors on track to graduate on time will be submitted. A student requesting early graduation will not displace a senior graduating on time.

POST-SECONDARY EDUCATION

Information about colleges, technical, and vocational schools is available through your lead teacher or principal. Together with your parents and high school teacher, you can begin planning your future with help of this information. If you plan to continue studies

after high school graduation, there are a number of scholarships and student loans available to help you financially. Seniors must allow time for this paperwork and research. It is your responsibility to complete applications for financial assistance, and plan for a smooth transition to whatever school or career path desired. Taking classes in Language Arts and Math beyond our minimum expectations for graduation will greatly improve your opportunities.

COUNSELING AND GUIDANCE

Each year, information on career planning is distributed to the high school students in the district. You will be provided an opportunity to take the SAT, and PSAT exams. You are responsible for exam fees and transportation to and from the testing site. Financial aid information is made available to all students. This information includes grants, scholarships, and loans.

SISD AK-TRAILS CORRESPONDENCE/HOMESCHOOL PROGRAM

The Southeast Island School District AK-TRAILS Correspondence/Homeschool offers a unique and highly individualized program for students living anywhere in the state of Alaska. Please see the AK-TRAILS <https://www.sisd.org/o/aktrails> webpage for more information.

SUMMER PROGRAMS

Some summer opportunities are tied directly to available grants. While our priority is to fund educational opportunities targeting specific needs shown through testing results, the focus of these opportunities vary with the requirements of available funding.

Academic Summer School

We strive to offer summer opportunities for students to improve their academic skills. These are generally targeted to opportunities that usually will not yield high school credit. We evaluate test results yearly to determine the academic focus for any summer opportunities.

Summer Camps and Service Learning

When grant funding allows, we offer summer camps and service learning opportunities.

Extended School Year

Extended School Year (ESY) services are available for students with disabilities as indicated by a student's Individualized Education Program (IEP).

ACTIVITIES/ATHLETICS

Right to Participate

No student shall be denied the right to participate in any school activity solely on the basis of age, gender, race, color, national origin, religion, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration, nor shall students be denied the right to participate as a method of collecting fines or fees.

Ultimately, the school district follows the guidelines of Alaska School Activities Association (ASAA) outlined below:

Activities requiring travel of any sort (walking, bus, car pool, air, or ferry) will require that students maintain high behavioral, attendance, academic, and self-discipline standards. Persistent difficulties with behavior or problems with attendance may lead to a student remaining behind. A teacher can deny access to a student with prior notice to the parent/guardian, lead teacher, and principal.

Please see the Activity Handbook for more details.

See Notice of Non-Discrimination in Appendix

Attendance and Participation

Students must be in attendance the full day they travel and the day after any practice, event, or travel unless absence is documented by a doctor or hampered by weather. Students shall not participate nor attend practice on a day of absence from school.

ATHLETICS

ATHLETIC/ACTIVITIES SCHEDULES

Schedule for High School

High school schedules are established by Alaska School Activities Association (ASAA) found on [ASAA.org](https://asaa.org) or on the Region V ASAA website: <https://asaaregion5.org>

Schedule for Elementary and Middle School Sports

Native Youth Olympics (NYO): Junior NYO & Senior NYO (Year-Round Training)
State Competition is in April (Need grade/age levels)

Songahm Taekwondo: (Year-Round Training) School sponsored Competitions :
October 24 Class B | Caldwell, ID. & NW District Championships June(TBD)

Additional tournament dates can be found at
<https://atamartialarts.com/events/event-schedule/> Ask Ms. Dempsey for additional
recommendations for tournaments to attend.

September - February (Fall/Winter): Battle of the Books for grades K-12

August - May (year round) : Student Council for grades 3rd-8th

August - October (5 Weeks): Elementary and Middle School Cross Country

October - November: (8 Weeks): Middle School Basketball

January - February (7 Weeks) : Elementary/Middle School Wrestling Grades K-8

February - March (8 Weeks) : Middle School Volleyball Grades 6-8

March- April (6 Weeks): Elementary Basketball Grades K-5 (grouped K-2 and 3-5)

To Be Determined (5-6 weeks): Elementary Soccer

ATHLETIC EQUIPMENT

It is the responsibility of each athlete or participant to make sure the uniform and equipment are maintained in a state of proper cleanliness and repair. Unless students

purchased their own uniforms, parents will be notified of the responsibility of the athlete or participant to return or pay for any equipment or uniforms damaged or not returned to the coach at the end of the season or activity. Uniforms and equipment acquired through student fundraising are the property of the team and must be available for continued team use, unless clearly defined as student property during fundraising activities.

ALCOHOL, TOBACCO OR SUBSTANCE ABUSE OR POSSESSION

Participation in activities outside of the classroom is a privilege and is clearly not a right. A coach or lead teacher has the right to deny a student's participation in any extra-curricular or co-curricular activity (An extra-curricular activity occurs outside of normal school hours, but does not relate to or compliment the curriculum taught in school. Additionally, most extra-curricular activities have a governing body that also regulates student eligibility. Co-curricular also occur after school, but they directly relate to or compliment the curriculum being taught in school). Students are expected to obey all school rules and city, state and federal laws. Student athletes represent their school and community and are held to a higher standard than other students.

- No student is allowed to possess or use tobacco, vape, alcohol or any controlled substance.
- Attendance at any activity or place at which alcohol, other drugs or other intoxicants are being exchanged, sold or consumed is not permitted. To protect themselves, students are expected to promptly notify the coach, lead teacher, or other responsible adult of the event. Self-reporting will not waive consequences for use.
- Any student issued a citation or summons to appear in court involving alcohol or controlled substances will be immediately deemed ineligible to participate in athletics or other school travel in accordance with policy. The concept of "burden of proof" will not deter from the application of the consequences. The administrator only has to verify that a legal charge has been filed.
- These rules apply from day one of school to the last day of school. For instance, being cited for use a few days prior to the beginning of the season will carry the same penalties as if cited during the season. Those consequences will begin as soon as the district becomes aware of the situation.
- If the event occurs during a school-sanctioned trip, the student will not be allowed to travel on any school sponsored trips for the remainder of the school year. This travel restriction is in addition to any other disciplinary action resulting from the behavior.

- Any student suspected of an infraction will be referred to either the local Village Public Safety Officer (VPSO) or the State Troopers in Klawock.

Misconduct While Traveling

As with all areas of conduct for athletes, infractions will result in immediate return home at parent expense. The first available transportation is generally going to be a flight at considerable expense. We cannot send a student unsupervised on a ferry. A student returned home would be under constant supervision until placed on the plane. Parents are expected to make arrangements for pick up upon return, and to be present when that flight arrives.

If the loss of the student means that there is no longer a full team, the rest of the team will return home as quickly as economical transportation can be arranged.

RULE INFRACTION VERIFICATION

The school administrator will determine the discipline based on guidelines established by the Alaska School Activities Association (ASAA). A complete copy of ASAA guidelines and regulations can be found at your school or at www.asaa.org. The following guidelines have been proposed by the ASAA and we will follow them.

EXTRA-CURRICULAR ACTIVITIES

Expectations and Qualifications needed to Participate in Extracurricular Activity

Below you will find all the detailed information that has to do with participating in extracurricular activities. Mainly, it covers how your behavior, grades, and attendance affect your ability to participate. It also explains what your responsibilities are when covering the costs associated with your participation.

Students are expected to meet the financial obligations of travel not covered by the school district. All travel costs not covered by the School District or local ASC will be the responsibility of the student or parent. The student/parent is expected to provide money for meals, snacks, and emergencies.

Students will be transported to school sponsored activities from the school and returned to the school. The parent/guardian is expected to provide transportation from home to

the school and from the school to the home. There is no transportation provided to or from practice.

A student becomes ineligible for interscholastic competition regulated by the Alaska School Activities Association (ASAA) on his/her 20th birthday or at the beginning of his/her ninth semester in high school.

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

- The district follows Alaska statutes stating that “students enrolled in alternative education programs can participate in activities in their district of residence as follows: A full-time student (...) who is enrolled in grades nine through 12 in an alternative education program that is located in the state and that does not offer interscholastic activities is eligible to participate in any interscholastic activities program available in a public school (...) that, based on the residence of the parent or legal guardian, the student would be eligible to attend were the student not enrolled in an alternative education program;”
- Students must be completing assignments, and passing all classes as determined on a weekly basis and have no grade below a “C” (70%). Have received no F's on the most recent midterm or quarter grade report. Any incomplete grade will be considered an “F” until replaced by a letter grade. Students on high school sports teams must have passed 5 classes the semester before their sport with a “C” average. A student working to complete their GED would not qualify.
- Must be in attendance the full day (dependent on number of classes enrolled) of any practice, event, or travel. Students will not participate or attend practice on a day of absence from school;
- Students assigned to serve suspension(s) will NOT be allowed to participate, travel, compete in, or attend any school activities until the day after the suspension has been served in its entirety;
- Must be in compliance with absence limits;
- Athletes participating on a district team must have a way to practice at their home school on any day they do not attend the regular practice;
- Individual coaches will set and regulate practice schedule for athletes coming to their team from other schools;
- Must maintain appropriate behavior as per school and contract rules. Behavior considered in determining eligibility will include behavior at school, behavior in extra-curricular activities and school related misconduct outside class and extra-curricular activities;

- The District will also consider misconduct unrelated to school which is otherwise relevant (substance abuse or criminal behavior), to the determination of eligibility;
- Must meet all ASAA requirements;
- An ineligible student may not practice, travel, dress in uniform, or participate in any game or competition including team warm-ups during the period of ineligibility. (The coach may expect a student to be present during practice and to do homework if the offense is academic);
- In some cases, there may be a \$25.00 uniform deposit required if competing at a junior high or high school level in a sport requiring uniforms and/or special equipment. This is not true if items are purchased by students or clearly defined as remaining with the students as funds are being raised for that purpose;
- Must have signed and dated SISD Participant Code of Conduct Contract for the specific activity;
- Have a current physical examination on file in the office before the first practice for any athletic event. This is required for middle school and high school;
- Ten practices are required before participating in any event;
- Travel costs are the responsibility of the student. Participation in fundraising activities before and during the season is expected. We regret this additional burden on our students and communities. Funds raised and then not used will be allocated by the local ASC.

Student Activities: Students must be eligible according to the policy described in *Activities: Co-curricular and Extracurricular* section of this handbook. All school-related activity trips will require completion of work for school days that will be missed while on the trip, which will be due on a day agreed upon with the lead teacher. These plans should be complete, and copies provided to the student, parent, and coaches/chaperones before the student leaves on the trip.

From School Board Policy 6145

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

(cf. 5131.63 - Performance Enhancing Drugs)

(cf. 6153 - School-sponsored Trips)

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

(cf. 6146.1 - High School Graduation Requirements)

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

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

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

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

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

(cf. 5144 - Discipline)

(cf. 6145.2 - Interscholastic Competition)

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

(cf. 5119 - Children of Military Families)

FIELD TRIPS

Realizing the educational opportunities afforded by activities away from the school site, the Southeast Island School District Board of Education supports and encourages schools to plan for and involve students in educational field trips. If money is raised at

school for the trip, the money is collected through a school or ASC account, the trip uses school personnel or vehicles, regardless of the time of year, the trip is considered a school trip and will follow all school expectations and guidelines. All field trips will involve educational objectives.

Absolutely no student will attend any field trip or activity away from the school unless the responsible teacher has the highest confidence in that student's ability to meet our behavioral expectations. We expect students to be aware that classroom behavior, self-discipline and attitude will impact their ability to travel. Consequences and expectations are the same as for any extra-curricular or co-curricular activity.

Students representing SISD are expected to behave in a mature manner, dress appropriately, and conduct themselves with grace and politeness. When a student is under the supervision of the school district, either while on school grounds or traveling, any allegation of misconduct will be thoroughly investigated. Students representing SISD are expected to obey all school rules and city, state, and federal laws.

Traveling students are not allowed to ride in automobiles except those provided by housing parents. Students must wear seat belts at all times. Students are not allowed to drive a car in another town while traveling for the school district. Traveling students who violate laws or school rules may be sent home by the first available transportation, at their own expense. Students violating major school policies including drug and alcohol policies may lose travel privileges for up to a calendar year. Students may be disciplined for behavior prohibited by student discipline rules that occur on or off campus at any time of the year, if the behavior is either related to school, school activities, or while on school sponsored trips.

SCHOOL DANCES

A certified teacher chaperone must attend school dances from the host school and sufficient chaperones for the number of students attending. If other SISD schools send students they must be chaperoned by an adult approved by their own lead teacher. All students must meet conduct requirements as established by their home school. The host school will determine the ages eligible to attend.

Dances must be scheduled three (3) days prior and approved by the lead teacher.

General Dance Rules:

- Students will not be allowed to leave and return while dances are in progress.
- A student that leaves the dance early may not return.
- Parents/guardians must contact the lead teacher in advance if they do not want their student(s) to be able to leave the dance early.

- Parents/guardians are responsible for making sure that their student(s) have entered the dance and are under school supervision, as staff may not be aware of students who have not entered the activity.

More details regarding dance rules are available from your lead teacher. All school rules and expectations apply to dances.

FUNDRAISING

Continuing reductions in school funding has forced students into fundraising activities. General funds for student travel and activities are very limited. We use grants as much as possible to cover this gap. Students will still need to raise funds for a multitude of worthwhile activities. When solicitations are made on behalf of the school or on behalf of a charitable organization, the School Board particularly desires that no person be made to feel uncomfortable or pressured to provide funds. All staff members are expected to emphasize that donations are always voluntary.

The superintendent or designee may limit fund-raising activities in order to prevent interference with the instructional program or to protect students from dangerous or unsafe situations. Lead teachers who are planning fundraising activities must first have the approval of the principal before proceeding with the activity. It is important to control fundraising to avoid duplication of sales between groups of students or student organizations and to keep from over-burdening the public.

A senior trip would occur during the school year and have an educational objective with behavioral expectations similar to any other school trip. Seniors taking a trip after the end of the school year are not on a school-sponsored activity. Such a trip is in no way connected to school and the ASC cannot manage fundraising accounts. Students raising money for school-sponsored activities have the priority if the fundraiser uses school facilities in any way.

Fundraising specific to Student Activities/Athletics are the responsibility of the Coach. Student athletes must work with their coach and the Advisory School Council (ASC).

STUDENT CONDUCT

Academic Dishonesty

Southeast Island School District values integrity, honesty, and personal responsibility in all academic work. Academic dishonesty—including, but not limited to, cheating, plagiarism, falsifying records, unauthorized collaboration, or using unauthorized materials—undermines these values and will not be tolerated. Students are expected to complete their own work and appropriately acknowledge the ideas and contributions of others.

Violations of this policy will result in disciplinary action in accordance with SISD Board Policy BP 5131.9 and may include loss of credit for the assignment or assessment, parent/guardian notification, and further consequences as outlined in the district's disciplinary procedures.

School Culture and Social Norms

In order to learn and teach, students and teachers must be able to go to school knowing that they will be safe and respected. Our school community and school board have created social norms and expectations that protect and support the well-being of all students, teachers, and administrators.

Your school must explain the expectations and social norms created by the school community and the school board to you. This allows us all to do our part to take care of ourselves and to take care of others. Parents and guardians will also be notified in writing regarding the school board's expectations of students.

While we are all valued and respected equally in our schools, students must cooperate with teachers and administrators who are reminding students to comply with the expectations of the school community and school board.

Our schools encourage students to be themselves, express their individuality, to have fun, and to be social, but we cannot allow this to happen if a student is harming themselves or others in the process. For example, students should be able to be individualistic, but we cannot allow students to wear clothing with inappropriate language. We want students to have fun, but we cannot allow students to bully other students because it seems funny.

All of our choices have consequences. When we all know the expectations and social norms of this handbook, we make the choice to either follow or not follow them. Ultimately, we are the only person responsible for our individual choices and the consequences that come with them.

If students choose to disregard or defy the expectations of the school community or the school board, students will be choosing to accept the following consequences.

If students must meet with the principal because they have chosen to disregard expectations, a guardian will be contacted by either a phone call or a letter describing the student's actions and how they violated school community and school board policy.

If students continue to make choices that disregard the expectations of the school board, they may be subject to discipline, suspension, or transfer to a correspondence program or expulsion.

We want every student to be learning in a classroom, but we cannot allow students to be continuously disrespectful, unkind, or to behave in a way that is inappropriate for a school setting. Removing a student from the classroom so that other students can be safe, respected, and have a productive learning environment is a natural consequence. However, learning how to shift our behavior is always preferred over punishment.

Minor Offenses

The teacher is expected to address classroom behavioral problems within the classroom setting. All minor offenses are handled on the spot by the teacher. This includes possible detention with the classroom teacher.

- Repeated minor offenses may be deemed a Moderate Offense. Refusal by the student to solve the problem at the lowest possible level will also escalate the consequence.
- Consequences may be escalated or repeated if warranted based on the severity or past history of behaviors.

Moderate Offenses

- Physical / Verbal Abuse, threats, hazing, harassment, intimidation, or bullying.
- Defiance of authority, disrupting class, not following directions, (this includes: failure to follow a reasonable request from staff, or failure to attend detention or to comply with any level of the Discipline Policy for which a student is assigned)
- Truancy / unexcused absence.
- Disrespectful or abusive language (and gestures), profanity, and inappropriate response to correction.
- Repeated Moderate Offenses may be deemed a Major Offense.

Moderate Offense Consequences

- Detention(s) as assigned by lead teacher
- In-School Suspension in a designated quiet place without distractions
- Out-of-School Suspension
- Possible long-term suspension or placement out of the regular school setting (This can include our correspondence program or some combination of all of our educational opportunities.)

Extreme Offenses

- Physical / Verbal Assault / Fighting
- Possession or use of alcohol or other drugs (this includes tobacco products)
- Possession of a dangerous weapon (i.e. knives) or the use of an object to inflict bodily injury to another person.
- Persistent Defiance of School Authority / Gross disrespect.
- Damaging property, vandalism, and theft (may require restitution).

Extreme Offense Consequences:

- One (1) to three (3) days of out of school suspension
- Four (4) to ten (10) days of out of school suspension
- Recommendation for expulsion or placement outside of the regular school program.

The penalty days counted for any school suspension will begin the full day following verification of the violation and will be in addition to the remainder of that school day on which the violation is verified. The lead teacher has the option to suspend for the remainder of the day. Students who are suspended will not be allowed to attend school-sponsored activities until after the first full day of attendance following the completion of the suspension. Suspended students may not be on school property at any time before the re-entry conference on the morning of their return to school. Discipline Levels for both Moderate and Major Offenses may be skipped or repeated if warranted by the situation.

In addition to the above disciplinary actions, students who possess, use, buy, sell, or give alcoholic beverages or any other drugs at anytime during the school day or while participating in any school activity will be referred to police. Counseling, chemical dependency assessment and treatment may be required at student/parent expense.

Classroom Etiquette

- Neither food nor drink will be allowed in the classroom unless the teacher makes special arrangements.
- Portable electronic devices including, but not limited to radio/cassette/disc players, gaming devices, iPods or mp3 players, and cell phones may not be used during school hours outside of lunch. Any music will be under the direct control of the teacher. Listening to music on a district assigned computer with headphones is at teacher discretion. Any use of music will be directly connected to positive student behavior.
- Students are expected to complete their own homework and other assignments. Cheating will not be tolerated and may result in loss of academic credit. This includes copying material from the Internet and claiming it as your own.
- Students must come prepared for class and on time.
- No behavior will be allowed which disrupts the learning of others.
- Students should be alert and active. It is expected at all times that students keep objects and body parts to oneself.

Hallway Behavior

Students are not to be out of the classroom or library when school is in session unless they have permission from the teacher. Those who receive such permission are expected to be quiet while in the halls.

Suspensions

- In-school suspension (ISS) is the removal of a student from the classroom and school activities by the principal, lead teacher, or designee, and assignment to a designated area within the school building. A student in ISS will take breaks when other students are not in the halls.
- Students in ISS will be counted as present
- Out of school suspension (OSS) will be used as a last resort for students unwilling to comply with ISS, or in the case of an event too serious to deal with in any other manner. For short-term suspensions, students will receive zeroes for missing work. For long-term suspensions, the lead teacher may make arrangements for the student to complete the work at home.

We believe the district discipline program should advance the learning of social and life skills and should be based on maintaining a safe and effective learning environment within an atmosphere of mutual respect. Students must feel safe while they are in our care. Age appropriateness, frequency and severity of the violation will be considered when dealing with behavior and consequences. School hours for a student are

considered to be all hours between when the student leaves the house in the morning and until they return home in the evening. Actions taken during school hours involving another student will be considered a school offense.

In-school Suspension

In-School Suspension (ISS) is offered as an opportunity for students to learn from their mistakes while keeping up on their studies. Included in their day will be a reading and writing assignment tailored to their particular issue. The ISS monitor will review and discuss this project with the student. Failure to meet the behavioral, writing, or reading assignment expectations will require an out-of-school suspension. In-school suspension does not require a conference before a return to the classroom, unless multiple days are required to fulfill a one-day commitment.

Out-of-school Suspension

Out-of-school suspension is a last resort effort to change a behavior that can lead to more serious consequences unless changed quickly. A conference with parent/guardian, lead teacher, and student is required before the student returns to school after any out-of-school suspension or return from required placement in correspondence. The principal or designee will attend the re-entry conference along with other involved agencies or district specialists. This meeting will look at the event--or pattern of events--and problem solve for resolution. Repetition will result in escalating consequences, including removal from regular school attendance and an opportunity to do our correspondence program. An eventual return to school will require success with correspondence.

Expulsion

Expulsion leaves us all disappointed. With the exception of uncommon acts of violence or other threats to the safety of other students or staff, this step will have been preceded by countless interventions, and we will have left no stone unturned in our effort to find an alternative. However, all students deserve the opportunity to learn and to feel safe, and teachers need to be able to teach. Any student who makes this difficult for others is disrupting the educational process.

Weapons and Dangerous Instruments

Students shall not possess or use weapons, explosive materials, dangerous instruments, or their replicas in school buildings, on school grounds or district-provided transportation, or at any school-related or school-sponsored activity away from school, unless written permission has been previously obtained from the superintendent or designee specifically authorizing that possession or use. Students who violate this

policy are subject to disciplinary action in accordance with district policy and procedures and may be expelled for a period of one year. School employees will confiscate weapons or dangerous instruments on school grounds or at school-related or school sponsored activities in order to maintain discipline and to protect the welfare and safety of students, staff and the public. Knives of any size are not permitted.

The superintendent may, on a case-by-case basis, recommend a modification of this period of expulsion. Such modification recommendation shall involve consideration of all relevant factors, including those in aggravation and mitigation of the violation, and whether suspension is appropriate if the student has an individual education plan.

Federal law states that any student in possession of, or determined to have brought a gun or other firearm on school property shall be expelled from the District for a period of not less than one year. (Federal Statute 18 U.S.C. 921) The term "firearm" is defined in Section 921 of Title 18 of the United States Code and includes bombs and other incendiary devices. The term also includes parts from which a firearm may be assembled, weapons or dangerous objects used in an act of aggression and stun guns.

SEARCH & SEIZURE

BP 5145.12

The following rules shall apply to search and seizure pertaining to students and school property assigned to them (e.g., lockers, desks, etc.):

School Property

The School Board authorizes school officials to conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. All lockers and other containers provided to students by the District are owned, supervised and controlled by the District. Lockers and other District-provided containers are subject to search by the Superintendent, or designee, who may authorize a District employee to search them at any time.

In determining whether reasonable cause for a search exists, school officials shall consider:

- The student's age and previous behavior patterns.
- The prevalence and seriousness of the problem to which the search was directed.
- The urgency, requiring the search without delay (e.g. odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker).

- The substantiate value and reliability of the information used as a justification for the search.
- The location of the student at the time of the incident that gave rise to reasonable suspicion.
- There are reasonable grounds or suspicion that the search will disclose evidence of illegal possessions or activity.

School Board Policy does not authorize any school employee to conduct a strip search of a student. Student permission to search possessions is not required. Permission will be requested and when possible a parent or guardian will be present for any search of an individual. Searches are not to be considered lightly and any search will be conducted by or under the supervision of an SISD administrator.

PUBLIC DISPLAY OF AFFECTION

There will be no body-to-body contact, intertwining body parts, handholding, or kissing. Students are to be supervised at all times. Attempts to find inappropriate privacy will have escalating consequences. The school is not the place to show intimate affection.

VANDALISM, THEFT AND GRAFFITI

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 diploma and/or transcripts.

ALCOHOL AND OTHER DRUGS

BP 5131.6

Students possessing, selling and/or using alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion. Coming to school, school functions, or field trips under the influence carries the same consequence.

The principal or designee may search students and school properties for the possession of alcohol and other drugs as long as such searches are conducted in accordance with law. Any search must comply with School Board Policy on Search and Seizure BP 5145.12(b). No search will be made without direct permission from the superintendent

or principal. When any student comes to school under the influence, possesses alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:

- Parent/guardian contact.
- One- to five-day suspension.
- Contact of law enforcement authority within one school day of the suspension.
- Impose extra-curricular, co-curricular travel restrictions for as long as the remainder of the school year.
- If any access to field trips, or sports is eventually permitted, the student will be closely monitored and will be in sight of a chaperone at all times.

Drug/Alcohol Free Zone

Federal and State statutes provide for penalties for the distribution of drugs within 500 feet of a school, the "Drug Free School Zone", subject to the following conditions: does not require knowledge of the proximity of a school, does not require evidence that children are currently or likely to congregate, does not require proof that the sale of drugs had a detrimental effect on children.

Tobacco Free Zone

BP 5131.62

In accordance with law and to promote the health and safety of all students and staff, School Board Policy prohibits smoking, the use, or the possession of tobacco products anywhere and anytime in district vehicles, at athletic events and meetings, while under the supervision of a district employee, or on district property. This zone includes the lands surrounding district buildings.

DRESS AND GROOMING

BP 5132

Student attire should be appropriate for school and not disruptive or a distraction to the educational process. The dress and grooming of students shall contribute to the health and safety of the individual, promote a positive educational environment and good school spirit, and will be non-disruptive of the educational activities and processes of the school.

Profanity, nudity (real or in caricature), depiction of sexually inappropriate behavior, promotion of drugs, alcohol, and tobacco products are inappropriate attire. Clothing worn that is inappropriate for a school environment will result in the parents being notified and the student will be required to change into appropriate clothing. Turning a shirt inside out can solve the problem for that day. Problem items are not expected to

reappear that day or any other day. Hats are allowed only with lead teacher permission or are left in the locker. Sunglasses are not permitted while indoors. Repeat offense with the same item may result in ISS or removal from school. The lead teacher will have the final word on dress. All teachers at a site will reach a consensus on the standard at the school and any staff member can ask a student to comply. Parents and guardians are encouraged to contact administrators if there is a conflict between what they believe and what the school believes is inappropriate. General guidelines for appropriate dress are below. This list is not exhaustive.

- Shoes shall be worn.
- Clothing that would expose the entire shoulder, including shoulder straps that are less than one-inch wide, may only be worn with additional clothing that covers the area (blouse, dress shirt, shirt).
- Clothing exposing the torso, cleavage, or the midriff, either front, back or sides, shall not be worn. Underwear shall not be visible. Zippers will remain up. Consequences will escalate when repeated.
- Head coverings shall not be worn without express permission from the lead teacher.
- Hemlines shall be no shorter than mid-thigh for all shorts, skirts, and dresses.
- Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, or alcohol-related wording or graphics, or which provoke or may tend to provoke violence or disruption in the school, shall not be worn.

DIGITAL CITIZENSHIP

Our school district uses many digital tools in its curriculum. In order to maximize the learning experiences gained with these tools, it is important to practice the skills needed to be an active and productive member of our school's digital citizenry. There are many qualities and attributes of a model digital citizen. Here are a few examples:

1. Protect Your Personal Information

Think before you post, avoid oversharing, protect your privacy, and check for sources of information. Do not give any personal information to anyone from a school computer unless you have verified that they are a school or district employee. Avoid malware or phishing attacks aimed at stealing your personal information.

2. Use Good Judgment

Always evaluate the credibility of online information and be aware of potential scams. When using Artificial Intelligence (AI) tools, such as chatbots or image generators, understand that the content produced may not always be accurate, complete, or

unbiased. Cross-check AI-generated information with reliable sources before using it in school assignments or communications.

3. Treat Others with Respect

Cyberbullying is a growing problem in the United States that often leads to negative consequences for those bullying and those being bullied. Be kind, respectful, and school appropriate in all online interactions, whether with classmates, teachers, or AI-powered communication tools. Remember that what you write or share online can impact others just as much as in-person words or actions.

4. Be Aware of Your Digital Footprint

Your digital footprint (all of your communication, searches, AI interactions, and activity) generally remains forever and cannot be taken back. Keep your personal digital activities separate from your school devices—especially with social media and AI tools. Be aware that even AI prompts and outputs may be stored and reviewed.

5. Use AI Responsibly

When using AI to support learning—such as generating ideas, summarizing articles, or checking grammar—be sure to:

- Give proper credit for AI-assisted work when required.
- Avoid asking AI to complete assignments entirely for you; instead, use it to enhance your own understanding.
- Keep in mind that AI can make mistakes or include bias, so human review is essential.
- Never use AI to create or spread harmful, misleading, or inappropriate content.

If we work together, we can ensure that our digital and AI-powered activities enhance the school experience and strengthen our learning community.

LEAVING SCHOOL PROPERTY FOR LUNCH

No school or class may be dismissed before the regular hour for dismissal without the approval of the superintendent or designee except in case of an emergency. Students shall remain on the school premises during the hours school is in session, including the lunch break, unless specifically authorized by the lead teacher or principal to do otherwise. Leaving campus for lunch is a privilege and is not considered a right.

Ultimate responsibility for the decision of an open campus rests with the local administrator.

TRANSPORTATION

Bus and District vehicle transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the vehicle. Riders shall be courteous to the driver and to fellow passengers. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. In regards to field trips, the supervising teacher may deny access to students with classroom behavior problems.

Bus Conduct

Because passengers' behavior can directly affect their safety and the safety of others, the following basic safety rules apply at all times when students are riding a school van or bus, including field trips and other special trips. Problems will be reported to the lead teacher, and the parent/guardian will be notified of problem behaviors before removal from the bus whenever possible.

- Riders shall follow the instructions and directions of the driver at all times.
- Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for entering the vehicle. Riders should be alert to traffic. Riders shall enter the vehicle in an orderly manner, go directly to their seats, fasten their seatbelts if their use is required, and remain seated while the vehicle is in motion. They shall not obstruct the aisle with their legs, feet, or other objects. Riders shall remain seated until the vehicle stops. When entering and exiting, riders should be alert for traffic.
- Serious safety hazards can result from inappropriate behavior that distracts the driver. Such behavior may lead to suspension of riding privileges.
- No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the vehicle.
- Riders shall help keep the bus clean. Riders shall not damage nor deface the vehicle or tamper with bus equipment.
- No animals are allowed on the bus.
- Bus riders caught vandalizing the bus will have privileges suspended and be required to pay for damages.
- Students are expected to remain on school grounds after arriving on the bus.

Riders who fail to comply with the above rules shall be reported to the lead teacher, who shall determine the consequence. Consequences may include short-term denial of bus

privileges. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice. In the case of a severe violation or repeated offenses, the principal may deny transportation for a period of time as long as the remainder of the school year. The driver will not assign consequences. Only students and chaperones may be on the bus. The use of food and beverages.

DUE PROCESS AND APPEAL

Due Process is a procedure, which the Supreme Court has directed to be a part of any school policy and procedures dealing with student rights. “Due Process” recognizes the right of the student to appeal a decision made by the Administration. The “Due Process” steps below outline a procedure for a student and his or her parents to follow in appealing decisions relating to rule infractions. It is understood that the student and parents will be expected to follow the “Due Process” procedures to ensure that all student rights are acknowledged under the law.

It is the role of the School Board to serve as the supreme and impartial authority for the school district during a formal hearing. The School Board will consider all facts and information. The decision of the School Board will be final. The student parent/guardian/caretaker will be notified in writing within three school days of the decision of the School Board.

For the sanctions of in-school suspension (ISS) and/or detention assigned by the lead teacher, any student will have the opportunity to explain his/her conduct to the principal. An additional conference/hearing with the principal can be requested. Until the ISS is served, or the appeal is won, there will be no school attendance. There is no appeal beyond the principal for ISS or detention.

For the sanctions of short-term school suspension (10 days or less) assigned by the lead teacher, the student will have the opportunity to explain his/her conduct to the principal prior to imposition of the sanction. If not successfully resolved, an informal hearing will be held within 24 hours. The principal will order a short-term suspension from school to begin immediately and it will remain in effect until the appeal hearing.

Students/parents dissatisfied with the imposition of discipline following a hearing with the principal may request a hearing before the superintendent by submitting a written request within one (1) school day of the imposition of discipline. (This step is not available to challenge ISS or lesser detentions.)

Students/parents dissatisfied with the imposition of discipline following a hearing with the superintendent may request a hearing before the School Board, by submitting a request within three (3) days of the superintendent's decision.

Long-term suspension (more than 10 days) and/or expulsion may be ordered only by the School Board after a formal hearing. A return to school is contingent upon the School Board's satisfaction that the cause for long-term suspension or expulsion has been remedied. All procedures in School Board Policy are the minimum standards for imposing discipline. More formal procedures may be invoked under special circumstances.

VISITORS

Visitors to the school must check into the office or with the Lead Teacher. In general, student visitors are not allowed. Parents, guardians and volunteers are welcome and encouraged. At sites without an office, other visitors should plan to visit when classes are not in session. Exterior doors at school sites without an office are locked during school hours for the protection of students and staff.

PARENT SECTION

PARENTAL INVOLVEMENT

Parent/Guardian involvement in school is widely seen as one of the most important factors in ensuring student success. It increases the communication between the home and school, enriches the school community and culture, and also increases the academic achievement of students. We encourage parents/guardians to get involved and volunteer before, during, or after school if possible. Contact your school for more information on volunteer opportunities. We also encourage parents/guardians to contact lead teachers or principals for more information regarding the opportunity to serve on your school's Advisory School Council (ASC).

BUILDING SECURITY

For the safety and protection of all students and staff, school sites maintain strict access protocols during school hours.

Exterior doors at school sites without an office are locked during school hours. This policy ensures a secure learning environment and limits access to authorized personnel and visitors only. Visitors must follow established procedures for entry, which typically include checking in at the main office or designated entry point.

VISITORS

Visitors to the school must check into the office or with the Lead Teacher. Rules for visitation vary by site. In general, student visitors are not allowed. Parents, guardians and volunteers are welcome and encouraged. At sites without an office, other visitors should plan to visit when classes are not in session.

SOUTHEAST ISLAND SCHOOL DISTRICT CONTACTS

Administration

Superintendent.....	Rod Morrison
Special Education Director/Thorne Bay Principal	Jessica Heisler
Curriculum Team.....	Sonya Cook, Jessica Heisler, Dr. Paulisa Scarlett, Rod Morrison
Area Principal / CTE Director.....	Dr. Paulisa Scarlett
Testing.....	Dr. Paulisa Scarlett
Executive Assistant/Human Resources Director.....	Chris Page Haufe
State and Federal Programs/Grants.....	Astrid Richard-Cook
Technology Director.....	Everett Cook
Maintenance Director.....	Josh Stukey
Activities Director.....	Jennifer Andis
Business Manager.....	Lucienne Smith
Agricultural/Greenhouse Program Manager.....	Korrissa Oatman
Payroll/Accounting/Fixed Assets.....	Karen Clark
Travel/Purchasing/Accts. Payable/Vehicles.....	Terri Kohn
Maintenance Data.....	Margie Eads
Migrant Coordinator.....	Priscilla Goudling
Child Nutrition Program.....	Mariia Taylor
Thorne Bay School Secretary/Immunizations/ District Registrar.....	Amy Jennings
Title VI of the Civil Rights Act of 1964.....	Rod Morrison

Title IX of the Education Amendments of 1962.....	Rod Morrison
Section 504 of the Rehabilitation Act of 1973.....	Jessica Heisler
Title II of the Americans with Disabilities Act of 1990.....	Jessica Heisler

ENTRANCE AGE BOARD POLICY 5111(B)

Our schools provide educational experiences for all students who are developmentally ready to enter school. Students enter into our school system at kindergarten and progress through our curriculum model as is developmentally appropriate.

A child five years of age on or before September 1 may be admitted to kindergarten.

Students with an Individual Education Program (IEP) can receive services as three-year-olds. Students under school age who were previously enrolled in public school shall be admitted to school at the level determined by the superintendent or designee. Admission requires superintendent or designee approval. There will be no consideration for early entry of four-year-olds after the third week of September.

PROGRESS REPORTING

Aside from the many phone calls, notes, and class work folders being sent home, written progress reports are sent home at the end of each quarter. If a parent or teacher feels that a conference is necessary, it should be arranged as soon as possible so that we will be able to work together to help your child. If you have any questions pertaining to your child's progress or the instructional program in which he/she is involved, please do not hesitate to contact the teacher and request a conference. In addition to regular progress reports and conferences, teachers are expected to make contact with the parent/guardian when passing a class is in peril and when behavior is affecting performance. There should be no surprises. The district strives for clear and open communication.

Retention

The School Board recognizes that research indicates very few children benefit from being retained. The superintendent or designee shall promote alternatives to retention. Early intervention, cooperation between the teacher and the parents, and regularly scheduled reviews of attempted interventions are our best defense against a step that seldom improves achievement. The exception can be with students who enter early as four year olds. These students are admitted with the expectation that they can perform

with students a year older. These students will be monitored closely and evaluated each April.

A teacher believing that retention is necessary will facilitate a meeting to consider the child's academic, social, and emotional performance. This meeting will take place during the first week of May and must be resolved before the last day of student attendance. In attendance will be the parent/ guardian, principal or designee, lead teacher, and primary teacher. A Special Education teacher or other agency representative involved in the student's education, may also be present. Before retaining a student, the principal or designee shall determine that:

- The student has not met grade-level standards of expected student achievement;
- Remedial help for the student has not sufficiently prepared the student for advancement;
- An effective plan is in place to meet the student's needs in addition to retention; or
- Retention will serve some purpose beyond punishment and improve the chance of school success.

Parental agreement is necessary for any change of placement, with the exception of the high school year (freshman, sophomore, junior and senior). These labels are dictated by the total credits earned, and may impact testing and graduation dates. For instance, remaining a freshman due to a lack of credits is not considered retention. See high school graduation requirements for further detail. Where attendance is a primary factor, a review of past interventions and a consideration of more assertive measures will be considered.

STATE TESTING

While regular attendance is always important for your child's education, one critical time to make sure your child is in school is during our State testing. Testing window dates are listed below and on the Department of Education and Early Development website:

https://education.alaska.gov/assessments/2026-27_assessment_calendar_final.pdf

26–27 Southeast Island School District Assessment Calendar																																					
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo
Aug-26							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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	MAP GROWTH FALL [recommended window]																																				
Sep-26	mCLASS BOY																																				
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Oct-26	ALASKA DEVELOPMENTAL PROFILE Submission Window																																				
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Dec-26	MAP GROWTH WINTER [recommended window]																																				
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	MAP GROWTH WINTER [recommended window]																																				
Feb-27	mCLASS MOY																																				
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	WIDA ACCESS for ELLs																																				
Mar-27	WIDA ACCESS for ELLs																																				
	DLM ALTERNATE ASSESSMENT																																				
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Apr-27	mCLASS EOY																																				
	DLM ALTERNATE ASSESSMENT																																				
	AK STAR & ALASKA SCIENCE																																				
May-27	mCLASS EOY																																				
	DLM ALTERNATE ASSESSMENT																																				
	<<ALASKA DEVELOPMENTAL PROFILE (ADP) Observation window>>																																				

Assessment	Grades	State Window
Alaska Developmental Profile observation	K / eligible grade 1	Aug. 17-Oct. 16, 2026
mCLASS Beginning of Year	K-3	Aug. 17-Sept. 25, 2026
MAP Growth Fall (recommended)	3-9	Aug. 17-Sept. 25, 2026
ADP submission	K / eligible grade 1	Sept. 21-Nov. 1, 2026
mCLASS Middle of Year	K-3	Nov. 30, 2026-Jan. 22, 2027
MAP Growth Winter (recommended)	3-9	Nov. 30, 2026-Jan. 29, 2027
WIDA ACCESS	English learners K-12	Feb. 1-Mar. 31, 2027
DLM Alternate Assessment	Eligible grades 3-10	Mar. 22-May 7, 2027
AK STAR	3-9	Mar. 29-Apr. 30, 2027
Alaska Science	5, 8, 10	Mar. 29-Apr. 30, 2027
mCLASS End of Year	K-3	Apr. 19-May 14, 2027

If all students participate in the State testing, it makes a significant difference for the district in funding a variety of programs and performing to a level indicating Universal Support. Therefore we ask that all students be present during these testing weeks.

DISPLAY OF FLAGS/PLEDGE OF ALLEGIANCE AS 14.03.130

United States and Alaska flags shall be displayed and the pledge of allegiance will be recited regularly. A person may recite the following salute to the flag of the United States of America or maintain a respectful silence. "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

A school district shall inform all affected persons at the school of their right not to participate in the pledge of allegiance. The exercise of the right not to participate in the pledge of allegiance may not be used to evaluate a student or employee or for any other purpose.

FOOD SERVICE/CHILD NUTRITION PROGRAM

During the school year, we offer breakfast and lunch free of charge for all students attending schools that offer these meals in our district. Currently, we do not turn away any students from this program; however, we do need all parents to complete the necessary income declaration paperwork. The statistics gathered from this paperwork are crucial if we are to keep the grants we have and if we hope to get other grants that require those numbers. We encourage your feedback on the program so that we can better meet the needs of our students and keep the program. Do not hesitate to contact Food Service staff or the Director if you have questions or concerns. We appreciate and encourage your cooperation.

CRISIS INTERVENTION

During a school crisis (suicide attempts or other traumatic community event), schools will follow direction given in the district and school Crisis Plans. You can review the district Crisis Plan by checking in with your lead teacher or Principal.

CHILD ABUSE REPORTING

AS 47.17.010-070.

School employees have a legal obligation to report known or suspected child abuse immediately to the nearest office of the Department of Health and Social Services. The reporting duties cannot be delegated to another individual. The District acknowledges its statutory obligation to report and cooperate in the investigation of possible cases of

child abuse or neglect. Failure to report puts staff at risk of losing their job and career. It is not the responsibility of staff to research issues, and they do not seek to verify any allegation. The law is clear and other agencies have the right to investigate or to ignore once we file a report. Regardless of any doubt they might have, staff is expected to report what they know immediately.

ANTI-HARASSMENT POLICIES

SISD is a diverse school district with our residents representing various ethnic, cultural, and racial backgrounds. We take great pride and celebrate this diversity and believe it adds to our strength as a school district. We believe strongly in mutual respect for all people. Any actions of discrimination, prejudice, or harassment will not be tolerated at 44 any level of the school district. The superintendent serves as the Title IX officer, and is responsible to investigate any allegations of discrimination.

Harassment

The district is committed to maintaining a learning and working environment free from all forms of harassment.

Harassment occurs when:

- Submitting to the harasser's demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- Submission to or rejection of demands is a factor in an academic, work or other school-related decision affecting an individual; or
- Unwelcome conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Harassment can occur when an adult harasses a student, a student harasses an adult, a student harasses another student, an adult harasses another adult, and harassment can occur between individuals of the same gender as well as individuals of differing genders.

The district will take prompt and reasonable corrective measures to eliminate harassment and prevent its recurrence. Allegations of criminal misconduct will be reported to law enforcement or the Office of Children's Services (OCS). When deemed appropriate by the district, the district shall provide reasonable support and/or assistance for individuals who have been subjected to harassment in the district's educational or work environment.

Engaging in harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Such disciplinary action will

be consistent with any applicable collaborative agreement, district policy, and state and federal law. Complaint procedures are available from your lead teacher or through the district office.

No person shall be retaliated against for making a report of harassment or for providing testimony or assisting in the investigation of such a report. Retaliation will lead to disciplinary action against the offender.

It is also a violation of this policy to knowingly report false allegations of harassment. Persons found to knowingly report false allegations will also be subject to disciplinary action.

The district prohibits sexual harassment in any form by employees, students, volunteers, and others involved in school district activities. Sexual harassment shall include issues of sexual orientation and gender identity.

To promote an environment free of harassment, including sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing school rules, and providing staff in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment.

Bullying

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can harm a person's physical, emotional, or social well-being.

To be considered bullying, the behavior typically includes:

1. **Intentional harm** – The actions are deliberate, not accidental.
2. **Power imbalance** – One person uses strength, popularity, access to information, or other advantages to control or harm another.
3. **Repetition** – The behavior happens more than once, or is likely to happen again.

Bullying can occur in many forms, including but not limited to:

- **Verbal:** Name-calling, insults, teasing, intimidation, or threatening statements.
- **Physical:** Hitting, kicking, pushing, damaging property.
- **Social/Relational:** Spreading rumors, excluding others on purpose, encouraging others not to be friends with someone.

- **Cyberbullying:** Using digital devices, social media, or online platforms to harass, threaten, or embarrass.

Bullying is not the same as occasional conflict, disagreement, or friendly teasing. It is a pattern of behavior meant to cause harm or distress.

Cyberbullying

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs and social media. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

USE OF SCHOOL SAFETY VIDEO SURVEILLANCE MONITORING SYSTEMS BOARD POLICY 3515.6

The School Board authorizes the use of video surveillance equipment on school district property, school vehicles, and school contracted vehicles to ensure health, welfare, and safety of all staff, students, and visitors to district property and/or passenger in district contracted or authorized vehicles and to deter inappropriate behavior. Cameras will also be utilized to safeguard district facilities and equipment, as well as equipment owned by staff or students. In dealing with surveillance of students and employees, the Board recognizes both its obligation to provide appropriate levels of supervision in the interest of safety and the fact that students and employees have privacy rights that are reduced but not eliminated while under the supervision of the school. Thus, video surveillance, like other forms of supervision, must be carried out in a way that respects privacy rights.

Use

Video surveillance cameras may be used to monitor and/or record in locations authorized by the School Site Administrator or the officials of the school district. Public notification signs must be prominently displayed, indicating the use of video surveillance. The district shall also notify staff and students through student/parent and staff handbooks that security cameras are in place within district property.

APPENDIX A: AHERA (ASBESTOS NOTIFICATIONS)

2026-2027 ASBESTOS NOTIFICATION: Coffman Cove, Edna Bay, Hollis, Naukati, Port Alexander, Port Protection, Thorne Bay, and Whale Pass

As a result of federal legislation (Asbestos Hazard Emergency Response Act – AHERA), each primary and secondary school in the nation was required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials.

In 1988 and in accordance with the EPA final rule of the Asbestos Hazard Emergency Response Act 40 CFR Part 763, the Southeast Island School District conducted inspections of its school facilities. The inspection indicated that there was no friable or non-friable asbestos located within the schools in the communities of Coffman Cove, Edna Bay, Hollis, Naukati, Port Alexander, Port Protection, Thorne Bay, and Whale Pass.

A copy of the school's AHERA Inspection/Management Plan is available for public review. The plan is located in the office of the school and the District office of Southeast Island School District. Please call ahead in the event you wish to review the plan.

2026-2027 ASBESTOS NOTIFICATION: Kasaan

As a result of federal legislation (Asbestos Hazard Emergency Response Act – AHERA), each primary and secondary school in the nation was required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials.

In 1988 and in accordance with the EPA final rule of the Asbestos Hazard Emergency Response Act 40 CFR Part 763, the Southeast Island School District conducted inspections of its school facilities. In April 2009 the school's triennial inspection was conducted by Matthew Cox of Environmental Management Incorporated. Periodic surveillance and operations and maintenance have been ongoing. The triennial inspection indicated that there was friable and non-friable asbestos located within the Kasaan school library. No friable or non-friable asbestos was found in the Kasaan K-12 school building.

BGES, Inc. Environmental Consultants completed a property assessment and asbestos cleanup plan in December 2019. In June 2020, the Alaska Department of Conservation drafted an Analysis of Brownfields Cleanup Alternatives for the Kasaan Library and finalized it in August 2020. In February 2021, Sartori Group, Inc., completed asbestos abatement activities at the Kasaan Library.

APPENDIX B: NOTICE OF NON-DISCRIMINATION

Southeast Island School District (SISD) is committed to providing equal educational and employment opportunities. The District does not discriminate in its education programs or activities, admission, access, treatment, or employment on the basis of race, color, national origin, sex, disability, age, religion, ethnicity or ancestry, marital status, parental status, pregnancy, or any other status protected by applicable federal or state law or District policy.

SISD is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in any education program or activity that it operates. This requirement extends to students, employees, applicants for admission or employment, and other individuals participating or attempting to participate in District programs or activities.

The District also prohibits discrimination on the basis of race, color, or national origin under Title VI of the Civil Rights Act of 1964; disability under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act; and age as provided by applicable federal law. The District will comply with applicable Alaska nondiscrimination requirements and other applicable federal and state civil rights laws.

Students attending Southeast Island School District schools shall have equal access to District educational programs and activities, including health, physical education, athletics, and career and technical education (CTE), without unlawful discrimination.

The District has established grievance and complaint procedures for addressing allegations of discrimination. Retaliation against any person for reporting discrimination, participating in a discrimination investigation or proceeding, or exercising rights protected by applicable civil rights laws is prohibited.

Title IX Coordinator

Rod Morrison
1010 Sandy Beach Road
Thorne Bay, AK 99919
Phone: 907-828-8254
Email: rmorrison@sisd.org

Questions regarding Title IX, reports of conduct that may constitute sex discrimination or sexual harassment, and complaints of sex discrimination may be directed to the District's Title IX Coordinator or to the U.S. Department of Education, Office for Civil Rights. Reports

may be made in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the report.

The District's Title IX grievance procedures are available at:

https://www.boardpolicyonline.com/?b=southeast_island&s=1101828

Section 504/ADA Coordinator

Jessica Heisler

1010 Sandy Beach Road

Thorne Bay, AK 99919

Phone: 907-828-3921

Email: jheisler@sisd.org

Questions regarding disability discrimination, Section 504, accessibility, accommodations, or the District's Section 504 grievance procedures may be directed to the Section 504/ADA Coordinator.

The District's Section 504/ADA grievance procedures are available at:

https://www.boardpolicyonline.com/?b=southeast_island&s=864566

U.S. Department of Education — Office for Civil Rights

Complaints concerning discrimination may also be filed with:

U.S. Department of Education

Office for Civil Rights

Lyndon Baines Johnson Department of Education Building

400 Maryland Avenue SW

Washington, DC 20202-1100

Telephone: 800-421-3481

Email: [\[OCR@ed.gov\]](mailto:OCR@ed.gov)(mailto:OCR@ed.gov)

Fax: 202-453-6012

Information about filing a complaint with the Office for Civil Rights is available through the U.S. Department of Education's Office for Civil Rights website.

APPENDIX C: NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the student's school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal, lead teacher, or secretary a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor,

instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA

regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to:
(a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

APPENDIX D: NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. We will also directly notify, such as through the U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

APPENDIX E: ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

Student Agreement

As a student of one of the SISD Schools, I acknowledge that I have received a copy of the Student/Parent Handbook for the 2026-2027 school year. I understand and agree to abide by the procedures, guidelines, specific rules, and regulations included in this Handbook. I recognize and understand that rules cannot be written to cover all behaviors in all situations. I understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action), in light of the school's Mission Statement, state and federal laws and regulations, and School Board Policies. I further acknowledge, understand, and agree that I will be held accountable for my behavior.

Name of Student: _____

Date: _____

Signature of Student: _____

Parental Agreement

As a parent(s)/guardian(s), I (we) acknowledge that I (we) have read the SISD Student/Parent Handbook for the 2026-2027 school year and I (we) agree to assist my child to obey the procedures, guidelines, specific rules, and regulations included in this Handbook while he or she is enrolled in and attending any SISD School. I (we) further acknowledge that I (we) understand the penalties for violations as noted in the Handbook. I (we) recognize and understand that rules cannot be written to cover all behaviors in all situations. I (we) understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action) in light of the school's Mission Statement, as well as state and federal laws and regulations, and School Board Policies. I (we) further acknowledge, understand, and agree that my child will be held accountable for his or her behavior.

Name of Parent/Guardian: _____

Date: _____

Signature of Parent/Guardian: _____

Please complete, sign, and return this form within 10 days of receipt of the Student/Parent Handbook. A signature is necessary before participation in any activity beyond the classroom.

Southeast Island School District

1010 Sandy Beach Road
Thorne Bay, Alaska 99919
(907) 828-8254

Teacher Handbook



2026-2027

VISION STATEMENT

Students are equipped to achieve their dreams and aspirations.

MISSION STATEMENT

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

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Southeast Island School District Administration

Superintendent	Rod Morrison
SISD Area Principal and CTE Director	Dr. Paulisa Scarlett
Thorne Bay Principal & Special Education Director	Jessie Heisler
Executive Assistant/Human Resources Director	Chris Page Haufe
Business Manager	Lucienne Smith
Payroll Manager/Accounting/Fixed Assets	Karen Clark
District Office Admin Assistant: Travel/Purchasing/ Accts. Payable	Terri Kohn
District Office Maintenance Data	Margie Eads
Migrant Education Recruiter/Recorder	Pricilla Goulding
Maintenance Director	Josh Stukey
Technology Director	Everett Cook
Curriculum Department	Sonya Cook, Jessica Heisler, Dr. Paulisa Scarlett, Rod Morrison
District Registrar/Immunizations	Amy Jennings
State and Federal Programs Director/Grants Coordinator	Astrid Richard-Cook
Testing Coordinator	Dr. Paulisa Scarlett
Activities Director	Jennifer Andis
Title VI of the Civil Rights Act of 1964	Rod Morrison/ Chris Page Haufe
Title IX of the Education Amendments of 1962	Rod Morrison
Section 504 of the Rehabilitation Act of 1973	Jessie Heisler
Title II of the Americans with Disabilities Act of 1990	Rod Morrison

DISTRICT OFFICE PERSONNEL

P.O. Box 19569; 1010 SANDY BEACH ROAD
THORNE BAY, AK 99919

DEPARTMENT/STAFF	POSITION	PHONE*	FAX
ADMINISTRATION		828-8254	828-8257
Rod Morrison	Superintendent	907-617-4755(c)	
Paulisa Scarlett	District Administrator/Principal		
Jessie Heisler	Thorne Bay Principal	828-3921	828-391
Chris Page Haufe	Executive Assistant (Superintendent/Board)	907-401-3126(c)	
BUSINESS		828-8254	828-8257
Lucienne Smith	Business Mgmt. Contractor	301-5050	888-241-8081
Karen Clark	Payroll & Accounting Manager/Accounts Receivable/Fixed Assets		
Terri Kohn	District Administrative Assistant (Travel/Purchasing/Accounts Payable/Vehicles)		
Margie Eads	Admin Services Contractor (Maintenance Data/Amazon & Purchasing Backup)		
FACILITIES, MAINTENANCE, AND FLEET		828-3411	828-8815
Joshua Stukey	Maintenance Director	828- 8254	828-8257
Josh Hayes	Lead Maintenance Technician		
Alex Hert	Feet Mechanic	254-3106 (cell)	
Toby King	Maintenance Technician/On-call Fleet Mechanic		
Trapper Nelson	Maintenance Technician		
DISTRICT WIDE SERVICES			
Jessie Heisler	Sec. Instructional Coach/Special Education Director	828-3921	828-3901
Paulisa Scarlett	CTE Director/Testing Coordinator	828-8254	828-8257
Astrid Richard-Cook	State & Federal Programs/Grants	828-8254	828-8257
Priscilla Goulding	Migrant Education Recruiter/Recorder Contractor	828-8254	828-8257
Everett Cook	Technology Director	828-8254 x217	828-3901
Jennifer Andis	Activities Director	jandis@sisd.org	
John Stevens	Archery Director	jstevens@sisd.org	
Amy Jennings	Registrar/Immunization Coordinator	828-3921	828-3901
Maria Taylor	Child Nutrition Program Director	828-8254	828-8257
Chris Page Haufe	Human Resource Director	401-3126	828-8257
Korrissa Oatman	Greenhouse & Agriculture Program Manager	828-8254	828-8257
Sonya Cook	Elem. Instructional Coach	828-3921	828-3901
Ginger White	SUCCEED Teacher	828-8254	828-8257
Tristy Morrison	Homeless Program, SpEd Assistant	828-8254	828-8257
BOARD MEMBERS			
Ben Blair	Board President	benblair@sisd.org	
Sandy Curtis		scurtis@sisd.org	
Molly Kimzey	Board Clerk	mkimzey@sisd.org	
Tony Lovell		alovell@sisd.org	
William Tyrell		wtyrell@sisd.org	

* Department phone number (if any) listed in gray heading. If no number is listed next to an employee, call the department number.
All phone number have 907 area code unless otherwise noted.

2026-2027 School Calendar

District Name: SOUTHEAST ISLAND SCHOOL DISTRICT

School: ALL SCHOOLS including AK-TRAILS Correspondence

Approved: SISD Board of Education 3/18/26, DEED Commissioner 5/5/26

Title: District-wide 2026-2027 School Calendar

LEGEND

C

School Closes

E

End of Quarter

H

Legal Holiday

I

Inservice Day

M

Parent-Teacher Conf Meeting reqts

O

School Opens

S

Saturday School

T

Testing

V

Vacation Day

W

Teacher Workday

X

Emergency Closure Day

LT

Lead Teacher Day

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New Teacher Inservice

SI

SpEd Inservice

Student day

August 2026

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of Inservice Days:

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November 2026

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146 Student Days

142 days:

- > Grades 1-12: 7 hours + lunch (8 am - 3:30 pm)
- > Grade K: 5 hours, 5 minutes + lunch (minimum)
(schedule set by school)

4 days (P/T conferences 10/7, 10/8, 2/10, 2/11):

- > Grades K-12: 5 hours + lunch

172 Teacher Working Days

146 student days: 7.75 hours/day

7 inservice days: 7 hours/day

19 workdays: 6 hours/day

* The lead teacher days are part of the Lead Teacher contracts

** The new teacher and SpEd inservice days are extra-duty days

SISD Schools and Demographics

School	# of Teachers	Est # of Students (includes Pre-K)	Interesting Facts!
Thorne Bay	4	68	Largest school in the district Greenhouse and Wood-Fired Boilers
Howard Valentine Coffman Cove	2	18	Wood boilers, Largest Greenhouse, Orchard & Chicken Coop
Naukati	1.25	13	Wood boilers, Greenhouse
Hollis	2	17	Nearest to the Ferry, Chicken Coop, Greenhouse, Wood boilers
Barry Craig Stewart Kasaan	2	18	Only Native Village in the District, Greenhouse, Wood boiler, Chicken Coop
Port Alexander	1.25	18	Located on Southern tip of Baranof Island, Accessible only by Float Plane or Boat
Whale Pass	1	19	Wood boiler, Greenhouse, Chicken Coop
AK-TRAILS Correspondence/Home School Program	1.75	45	Provides Individualized Instruction/Support for Students and Families
Special Education	2		Serves all the SISD Students

4-day School Week & Teacher Work Hours

SISD will operate a 4-day school week with additional teacher workdays and inservice days during the 2026-2027 school year. Teachers are contracted to work the following days:

Type	# Days	Contracted Hours
Student In-session Days	146	7.75
Workdays	19	6
Inservice Days	7	7

Working hours for student in-session days for teachers:

7:30 am - 3:45 pm with a 30-minute duty-free lunch

Working hours for Workdays: 9:00 am - 3:30 pm with a 30-minute duty-free lunch

Working hours for Inservice Days: 9:00 am - 4:30 pm with a 30-minute duty-free lunch

*Workday and Inservice Day hours are subject to change as needed to accommodate special meetings/in-services, etc. Changes to the working hours schedule may be approved by the principal.

SISD Curriculum Model

SISD standards are based on State of Alaska Standards

With the exception of Thorne Bay, all SISD schools have one to two teachers for most subjects. Integration of content areas is a necessity for effective learning and planning.

**Direct Instruction
Practical Application
Simulation
Real Life Connections**

We have textbooks and ancillary resource materials in the majority of content areas. These resources are centralized and located at Thorne Bay School. The Curriculum Department curriculum@sisd.org handles staff requests for curricular materials. (907) 828-8254

Students must master content in seven areas: math (state tested), reading (state tested), writing (state tested), science (state tested), social studies, health/physical education, work skills, and technology. Other subjects may be taught as well such as high school electives, art, music, shop, etc.

For more detailed information go to <https://www.sisd.org/page/curriculum>

Retention

The School Board recognizes that research indicates very few children benefit from being retained. The superintendent or designee shall promote alternatives to retention. Early intervention, cooperation between the teacher and the parents, and regularly scheduled reviews

of attempted interventions are our best defense against a step that seldom improves achievement. The exception can be with students who enter early as four year olds. These students are admitted with the expectation that they can perform with students a year older. These students will be monitored closely and evaluated each April.

A teacher believing that retention is necessary will facilitate a meeting to consider the child's academic, social, and emotional performance. This discussion with the admin and parents will begin in January. The retention meeting will take place no later than the first week of May and must be resolved before the last day of student attendance. In attendance will be the parent/guardian, principal or designee, lead teacher, and primary teacher. Also present may be a Special Education teacher or other agency representative involved in the student's education. Before retaining a student, the principal or designee shall determine that:

- The student has not met grade-level standards of expected student achievement;
- Remedial help for the student has not sufficiently prepared the student for advancement;
- An effective plan is in place to meet the student's needs in addition to retention; or
- Retention will serve some purpose beyond punishment and improve the chance of school success.

Parental agreement is necessary for any change of placement, with the exception of the high school year (freshman, sophomore, junior and senior). These labels are dictated by the total credits earned, and may impact testing and graduation dates. For instance, remaining a freshman due to a lack of credits is not considered retention. See high school graduation requirements for further detail. Where attendance is a primary factor, a review of past interventions and a consideration of more assertive measures will be considered.

SISD Student Records Database

Student records are tracked on the PowerSchool database. Teachers access this database through their laptop computers. Teachers are required to use PowerTeacher Pro to record attendance daily and update grades on a bi-weekly basis at a minimum. This database generates crucial state reports. It is imperative that the student records are always up-to-date. State funding for count, special education funding, and other state determinations are based on the reports generated from this database.

*Please respond promptly to requests for information and due dates for data in a timely manner. By working together, we can assure our state reports are accurate and submitted on time.

PowerSchool/PowerTeacher Pro Student Information System (SIS) Responsibilities

Teachers: attendance, grade books, and report cards.

Lead Teachers: enrollment forms, gathering forms and data for Indian Education, migrant education, lunch program, and more.

Student Records (Amy Jennings): New student state identification numbers, and transcript requests in the summer

Student Records : All other data found in the PowerSchool/PowerTeacher Pro Student Information System (SIS). All questions about the database should be directed to the district office first. Transcript requests go to the registrar (Amy Jennings) during the school year and the district office during the summer. Please follow the organizational outline found in the student record folders.

State Reports (Rod Morrison, Astrid Richard-Cook, Chris Page Haufe, Dr. Paulisa Scarlett, and Everett Cook, Amy Jennings)

Curriculum Department Sonya Cook K-5 and Jessica Heisler and Rod Morrison

*Note: Refer all enrollments and transfers to the lead teacher or principal.

*Note: Student records staff - The District Office and Registrar are the only ones who can print off official transcripts. The teacher using the database may print unofficial transcripts at any time.

Amy Jennings – (907) 828-3921
Chris Page Haufe - (907) 401-3126
DO – (907) 828-8254

Access to the PowerSchool/PowerTeacher Pro Student Information System (SIS) will depend on your responsibilities. This protects the integrity of the database by avoiding mistakes or duplicate data entries.

Report Cards

Report cards are an integral section of the SIS. At four regular intervals report cards are completed and sent home. Parent-teacher conferences are then held the week after the end of the 1st and 3rd quarters. Optional parent teacher conferences can be scheduled at any time during the school year on an as needed basis.

SISD recognizes grades chronologically for state reporting purposes. Students must achieve a minimum proficiency of at least a 60% to pass a grade level unless otherwise specified in their IEP. Summer school opportunities may be offered to students who fail to meet their current grade level standards or are at risk of not meeting their future grade level standards.

Incomplete Scores

We strive to give students every opportunity to succeed. Students failing a 9 or 18-week course will only have additional time to correct the problem if there are documented health concerns or other unusual and excusable circumstances that have impacted recent attendance or performance. The maximum allowable extension is 10 calendar days. If work is not satisfactorily completed within the allowed time, the grade will revert to what it would have been without the time

extension. There will be no further opportunity to improve the grade. Failure to complete assignments is not acceptable as a reason for an incomplete. Not every course is offered every year. The older the student, the more essential that the course be passed the first time, as failure may require additional time in school or the purchase of acceptable replacement courses. No outside course will be accepted for credit without prior permission from the principal. The district takes no responsibility for the cost of these courses.

High School and Graduation Requirements

SISD requires 22 credits for our students to graduate. AK-TRAILS Correspondence/Homeschool Program requires a total of 21 credits to graduate. We have semester-based classes. Students must maintain a 60% average. Below 60% is not passing.

We have highly-qualified teachers instructing many high school subjects through distance education (Zoom, Google Meets, Edgenuity, etc.). Spanish, Sciences, upper level language arts & math classes as well as other courses are offered according to student needs across the district. These needs are determined through the **High School Grad Plan** (see below) updated and reviewed by the site lead teacher and site principal at the end and beginning of each school year.

By the end of the first quarter of a student's freshman year, a team composed of the Principal, and Lead Teacher, parents, students, and staff will meet to create the student's HS Grad Plan. This plan will identify student goals and a timeline to ensure graduation requirements will be met by May 1st of the graduation year. The primary teacher and the student will review the HS Grad Plan annually.

During the student's senior year, the plan will be reviewed quarterly with the Lead Teacher and student. Parents will be notified if the student is not on track for a timely graduation at the point the child falls behind schedule.

Teachers are required to work with the lead teacher or principal to ensure high school student schedules are sent to scheduling@sisd.org a minimum of:

- one month prior to the end of the previous school year for 1st semester
- one month prior to the beginning of the 2nd semester.

Students with an IEP or a 504 Plan may have accommodations or modifications to meet these requirements.

**Graduation Requirements for Students Enrolled in All Schools Except AK-TRAILS
Statewide Correspondence/Homeschool**

Subject	Units of Credit
Language Arts* Composition – 1 credit World Literature – 1 credit American Literature – 1 credit British Literature – 1 credit * with prior approval, one of the courses may be replaced with a college-level English/Language Arts course	4 credits
Social Studies U.S. History – 1 credit World History – 1 credit Civics/Government - .5 credits Alaska History - .5 credits **	3 credits
Math Algebra 1 – 1 credit	3 credits
Science	3 credits
Physical Education	0.5 credit
Health	0.5 credit
Electives Strong recommendation to take at least one credit of World Language and CTE	8 credits
Total	22 credits

**Graduation Requirements for Students Enrolled in AK-TRAILS Statewide
Correspondence/Homeschool Program**

<u>Subject</u>	<u>Unit of Credit</u>
Language Arts	4 credits
Social Studies	3 credits (0.5 credit AK History / see **Note below)
Math	3 credits
Science	2 credits
Health	0.5 credits
Physical Education	0.5 credits
CTE/Electives	8 credits
Total	21 credits

Middle School

Middle school is divided into 7th and 8th grade.

Middle school students are encouraged to take challenging courses enabling them to advance beyond the minimum expectations for graduation. In most cases, high school credit is not awarded for courses completed during middle school. No student will be denied access to challenging work regardless of age, and it is possible that middle school students may be in classes with high school students.

Students are not permitted to earn high school credit while in middle school. There may be exceptions, which must be approved by the Teacher, Principal and the Superintendent.

Students taking courses with high school students will not necessarily receive high school credit.

Elementary School

Elementary includes grades Pre-K through 6.

Students will be assessed throughout the school year in multiple ways. Formative assessment techniques will be used when determining if a student is Developing (D), Needs Improvement (N), Proficient (P), or Outstanding (O). Students with special education services may be held to a different standard according to their IEP.

Students progress at different rates. For this reason, teachers have checkpoints to determine where a student is in a content area compared to their chronological age. Check point meetings with parents will occur at least at the end of the first and third quarter. During this time an in-depth look at the student's assessments, performance on exams, classroom work and ability should be reviewed.

Assessments

Teachers are expected to use multiple types of assessment in their daily instruction. We use multiple and authentic assessments to determine if students have learned the standards they are taught. There are three principle types of assessment: skills, analytical, and contextual.

Many students show a preference for the type of assessment to which they are most suited. While it is beneficial to assess students in their comfort zone, it is also important to increase their ability to show what they have learned in multiple formats. To this end, each teacher may choose the type of assessment they are to use for each target and each student, remembering to focus on each student's individual needs while still exposing them to multiple types of assessments.

Formative Assessment

Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Additional information about assessments and those required by the AK Department of Education and Early Development can be found at this link:

<https://education.alaska.gov/assessments>

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

These forms of assessment follow units taught within curriculum based courses.

Grade Books

Teachers are expected to track daily student progress. Teachers are required to use PowerTeacher Pro to record attendance daily and update grades on a bi-weekly basis at a minimum.

Curriculum Review Schedule

(Updated June 2024)

Subject	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
ELA	K-12			K-12	
Math		K-12			K-12
Science			K-12		
Social Studies				K-12	
Health/PE			K-12		
Technology		K-12			
CTE		6 -12			

- Review means a curriculum committee will review and recommend for adoption the following year.

District Related

Prom

Every spring SISD tries to host a district-wide prom. All schools are invited. Fly-in sites are not brought in solely for prom. The district makes an effort to line up academic events with prom so that all high school students are able to attend. This will not always be possible.

Local ASCs have historically been asked to contribute a small sum to assist with the cost of prom (varies from year to year). Fundraisers and tickets also help to fund the event. Volunteers are always needed.

High school students are permitted to attend prom. Each school site must provide transportation to prom and a chaperone for the dance.

Regular School Day Hours for 4-Day School Week

Pre K - ½ day or site discretion

Kindergarten – 5 hours + 5 minutes of instructional time - does not include recess/lunch

1th-12th grades – 7.0 hours of instructional time - does not include lunch

Number of days in school year: 146 (152 including inservice days)

Suspension Data

Please refer all incidents to your school's lead teacher and/or principal.

<https://docs.google.com/document/d/1alwJDigJTsrrV7vZVqu28omSVtpBYWc/edit?usp=sharing&ouid=100354284586388920459&rtpof=true&sd=true>

[Suspension/Expulsion Data Collection Handbook](#)

Travel

Travel arrangements will be made through the district office (Terri Kohn) – (907) 828-8254. Each staff member is responsible to complete the top portion of the travel authorization form found on the SISD website. The staff member requesting travel is also responsible for obtaining their supervisor's signature on this form.

Each staff member can receive per diem for travel that requires an overnight stay. (Requires prior approval through district office)

If a plane is sent out to your site and is in route, do NOT cancel the flight due to weather. The companies charge us for flights if we turn them around for weather. If the pilot decides to turn around, we do not pay anything. In the event that the plane lands, parents will determine if their children fly.

District Vehicle Use

District vehicles serve a dual purpose (a) as transportation for itinerant staff, including staff doing official district business and (b) to transport students to/from varied approved activities.

The following guidelines will clarify district vehicle use:

- All District vehicles are to be parked in Thorne Bay during summer vacation months (unless a prior plan is developed with the Maintenance/Fleet Director, Scott Randall).
- District vehicles are to be parked at the school, District Office, or bus barn overnight. District vehicles are not to be parked at the driver's home overnight without the Superintendent's approval.
- Itinerant employees will drive vehicles for work-related purposes only; side trips for personal or non-district related business are not permitted with the exception of the stop being in the route of the scheduled trip.
- Affixing permanent stickers or decals on any district vehicle is not allowed unless done by the maintenance department.
- Any safety or traffic violation will be the responsibility of the driver. District will not pay for any fines or violations that occur from irresponsible driving and or poor daily vehicle inspection.
- All individuals driving a district vehicle must be on the approved driver's list (current paperwork, 21 years of age, driver's license no less than 3 years [and current], must have Alaska driver's license within 90 days of residency in state).
- Accident reporting: must notify transportation director (Alex Hert) in writing within 24 hours (or next business day) of the accident (even if there was no damage to vehicle or persons).
- Cleanliness: school district vehicles must be kept in a reasonably clean state (free from trash, debris, etc.)
- Individuals driving district vehicles must abide by all state laws (speeding, seat belts, etc.).
- No firearms, drugs, and/or alcohol are to be in school district vehicles at any time. Smoking or the use of tobacco products is not allowed in any district owned or rented/leased vehicles.
- No animals are to be transported in district vehicles without prior superintendent approval.
- No students are to be transported in a district vehicle unless they are enrolled in SISD. This includes infants and toddlers (with the exception of pre-elementary children enrolled). Principal/Parent permission is required for the transportation of all students.

Travel to Trainings and Workshops

When Employees Are Required To Attend In Person:

Certified or classified employees will be required to attend training and workshops in person.

Certified employees who live on the Prince of Wales Island (POW) road system may use their own transportation to participate in required in-person trainings and workshops, but will not be reimbursed for mileage, or with the permission of the Superintendent or designee may drive a district site vehicle to these trainings.

The assigned district office staff will arrange all air travel from fly-in sites for employees to participate in required in-person training and workshops.

When Employees Are Not Required To Attend In Person:

Employees working at fly-in sites will participate in district required training and workshops via video conference.

Classified and certified employees working at sites on the POW road system may participate in these trainings and workshops in person or via video conference (with administrator's approval), but will not be reimbursed for mileage.

The Superintendent may pre-approve exceptions to the guidelines listed above.

Physical Exams

Teachers are required to obtain a physical by the end of the first month of employment with the district. Physical forms are located on the SISD web site at www.sisd.org. Submit your physical forms to Chris Page Haufe at the district office. Forms are kept in each teacher's confidential medical file at the district office.

Leave Information

An electronic leave application form must be completed in your TalentEd account prior to taking personal or admin leave. If sick leave is taken, this form must be filled as soon as the employee is able.

Personal Leave

Each teacher shall be entitled to five (5) work days of leave with full pay during each school year, accumulating to a maximum of seven (7) workdays. A maximum of two (2) unused personal leave days may be carried over each year. Personal leave days will be cashed out as follows: up to two (2) personal leave days cashed out at the teacher's daily rate; the remaining days cashed out at \$300 per day.

Personal leave days will be prorated for teachers employed for less than the standard contract.

No more than two (2) days of personal leave may be used in conjunction with holidays or scheduled vacations. No more than four (4) personal leave days may be used consecutively during student in-session days. Personal leave may not be used during the first or last week in session of a school year, during beginning-of-year and end-of-year teacher work days, the day

before or after winter break, during inservice days, during school-specific state-wide testing days, or during parent/teacher conference periods. Exceptions may be approved by the Superintendent in consultation with the teacher's supervisor.

Sick Days

Each full time teacher receives 1.33 sick days per calendar month or each major portion of each calendar month of actual service. Sick leave may be used for personal injury or illness, for the serious injury, illness, or death of an immediate family member, for parental leave, and for reasons of personal necessity as defined in Board Policy 4161.2.

Note: For employees in TRS Tiers 1 and 2, 180 sick days equals 2% additional salary in retirement years.

Emergency Leave

The DISTRICT agrees that teachers shall be provided with five (5) days of compensated emergency leave per year, including travel time, in the event of death, serious injury, or serious illness in the immediate family. Additional leave time will be charged to sick leave (up to ten (10) days), personal leave and then to uncompensated leave.

Administrative Leave

With superintendent approval, staff may use administrative leave to attend workshops, conferences or other district business. This leave is not charged to the teacher's personal leave but must be kept track of on the BlackMountain certified daily timecard.

Others

Jury, parental leave for adoption/birth, sabbatical, association, and various types of uncompensated leave are also available per the Collective Agreement. Additionally, Family & Medical Leave Act Leave and Alaska Family Leave Act Leave are available for eligible employees with qualifying leave.

Video Conferencing

SISD uses video as a method of communication. Secondary courses can be taught over video equipment via distance delivery. The district office, committees and other groups may use the video equipment to hold meetings.

Continued Education

Upon approval of the Superintendent, a teacher shall receive reimbursement (as set out below) for up to one thousand dollars (\$1,000.00) per year for courses, tests, and workshops taken.

Reimbursements

- A. Reimbursed courses, tests, and workshops must be directly related to the educational goals of the teacher and the DISTRICT and attainment of Alaska State Standards.
- B. Reimbursement will be based upon documented costs, passing the course, or the test up to the yearly contractual amount.

The process for receiving reimbursement is as follows:

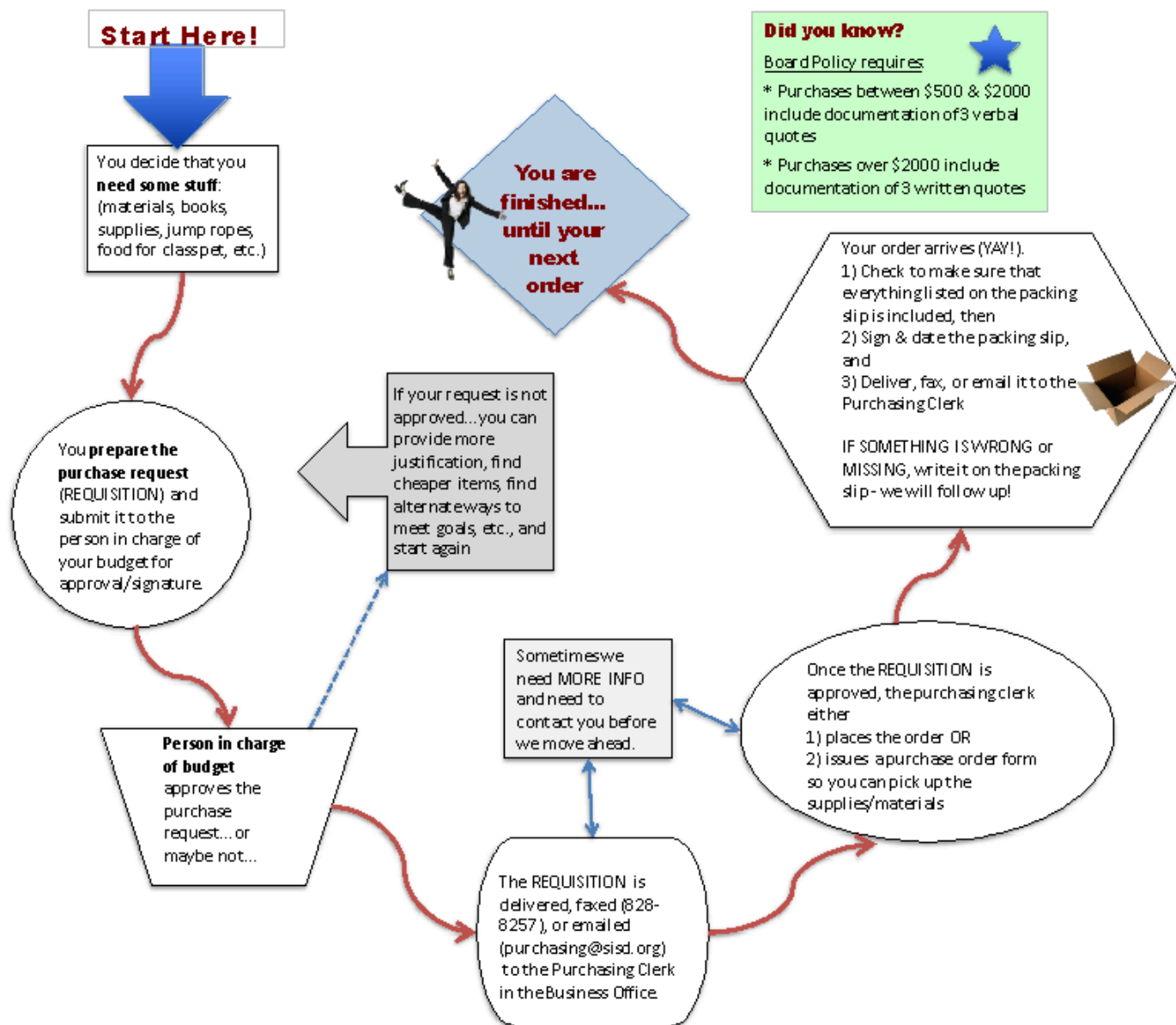
- 1) Receive permission for the course using the course approval form in TalentEd Available Forms.

- 2) If not already enrolled, enroll in the course, test, or workshop and complete it with satisfactory scores (as applicable).
- 3) Submit receipts and a final report card/transcript to the district office for a reimbursement check.

Lane Change

Each spring, teachers are required to submit a completed lane change form by June 1st if they expect to advance on the salary schedule. This form can be found in TalentEd Available Forms. The request for salary schedule advancement must be submitted to the district office (sent to HR – Chris Page Haufe) by October 1 along with all relevant official transcripts (or a copy of the request for such transcripts).

Purchasing



Some General Policies:

1. We require that all purchase requests be approved before anything is purchased. **If you buy something without a purchase approval, we may write a nice note thanking you for your personal donation to the kids in the district.**
2. **When something shows up, we need to know.** We are committed to paying our bills on time and in full. This builds credibility with our vendors and helps the local businesses pay their bills. **(Sometimes they will even donate things since we are such good customers....)** But we won't pay a bill unless we received what was ordered and the order was in good shape. Sending the packing tickets or shipping invoices is very important. If you lose the paperwork, don't worry! Just email /call or fax to let us know that you got what you wanted so we can pay the vendor!
3. **We may need more information, so please include your contact info on the Purchase Request.** We are not going to ask if you need it. Of course you need it. You wouldn't make the request if you didn't need it. We may need to know if something else would work just as good, or if you want to wait if the item is out of stock, or if a different color or size is OK. We also will try to find the best method of shipping. The more details you can give us on the request, the more we can help.

We want to do our part by making good business decisions and having a purchase system that is efficient, all while meeting our obligations for accountability and staying within our budgets. Any ideas you have to help make your jobs easier are worth talking about.

Employee Meals

Southeast Island School District (SISD) requires that all meals eaten from the school cafeteria be either purchased in advance or subtracted from an employee's monthly paycheck. You can complete a form in TalentEd that authorizes SISD personnel to deduct from your paycheck the cost of any meals that you eat, which have not been paid for in advance.

ASC/Community Relations

State statute mandates that Rural Education Attendance Areas (REAA's) establish Advisory School Councils (ASC's) in each community with more than 50 permanent residents. The role and function of ASC's is outlined in SISD School Board policy (Article 8000, which can be found at www.sisd.org by selecting the Board Policy button under the scrolling picture). To establish a positive and collaborative school/community relationship benefits student social growth and achievement.

Certified Teacher Evaluation

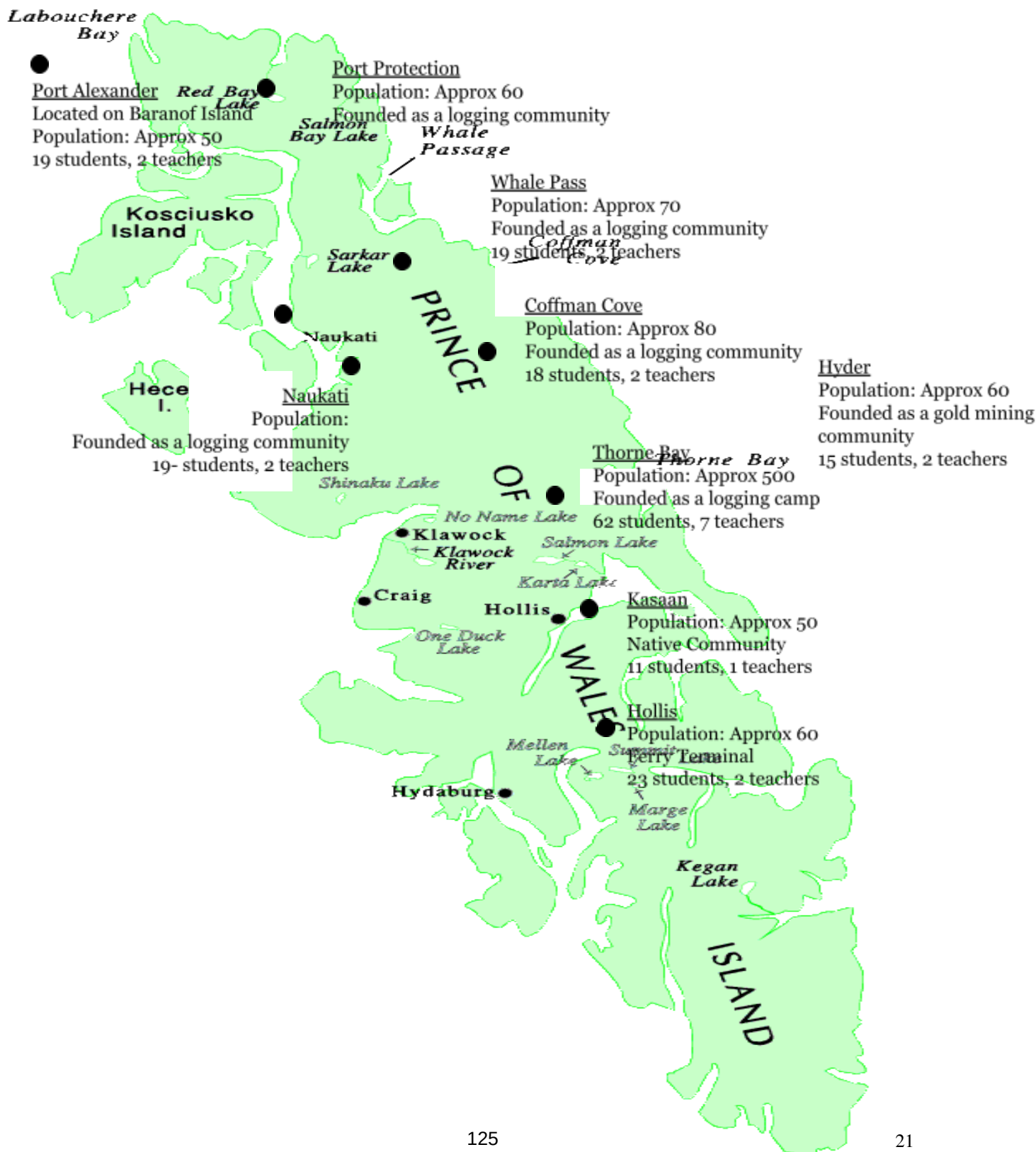
This document is found on the district website at www.sisd.org under "Quick Links" -"Forms and Files"

Housing

If a teacher is living in a housing unit provided by the district, the appropriate rent amount is taken directly from the monthly check. SISD housing units range from \$200-\$850 a month depending upon the unit. See the 2024-2027 Collective Agreement for Rental Rates for more

details. Staff housing is not furnished and the district will not replace any furniture that was originally in the unit should it become non-usable. No district-provided furniture/equipment may be sold to others by the tenant and may not be discarded without prior approval from the maintenance director.

Communities



Appendix A:

Notice of Non-Discrimination

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation act of 1973; and all other Federal, State, School rules, laws, regulations, and policies, the Southeast Island School District shall not discriminate on the basis of age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration in its educational programs or activities.

It is the intent of the Southeast Island School District to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures in accordance with Title IX and Section 504 have been established for students, parents, and agency employees who feel discrimination has been shown by the Southeast Island School District.

Specific complaints of alleged discrimination due to gender, race or disability should be referred to:

Rod Morrison
Name of Title IX Coordinator

Superintendent
Title

SISD District Office
Office Location

907/828-8254
Phone

907/828-8257
Fax

rmorrison@sisd.org
Email

Jessica Heisler
Name of Section 504 Coordinator

Principal & Special Education Director
Title

Thorne Bay School Office
Office Location

907/828-8254
Phone

907/828-8257
Fax

jheisler@sisd.org
Email

Title IX complaints may also be filed with the U.S. Department of Education Office for Civil Rights:

U.S. Department of Education
Office for Civil Rights
330 C Street SW
Switzer Building, Room 5054
Washington, DC 20201-2516
Phone: (202) 205-9496 Fax: (202) 260-3040

Students attending Southeast Island School District may participate in education programs and activities, including, but not limited to health, physical education, and career & technical education, regardless of age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration.

Southeast Island School District



Activities Handbook

**Middle & High School Students
2026–2027**

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Message to Parents and Students

Participation in school activities can be both **challenging and rewarding**. While choosing to participate is a personal decision, it often impacts the whole family. Students and families should be prepared for late nights, physical fatigue, and occasional frustration, as well as opportunities for pride, personal growth, and success.

Through participation in activities, students learn to:

- Work as part of a team.
- Handle both success and disappointment.
- Take pride in their efforts!
- Persevere through challenges!

Our goal is to provide programs that support **student growth, responsibility, and maturity**. Participation requires **self-discipline and commitment**, and we ask families to support these expectations.

Students involved in activities often:

- Have fewer discipline issues.
- Use their time more productively.
- Stay more connected to school and community.

Participation in activities is a privilege, not a right.

Required Forms

Alaska School Activities Association (ASAA) forms will be used for all grade 6-12 athletic activities. Before participating, the following must be on file:

- Annual Physician Clearance Form
- Parent/Guardian Consent for Travel and Participation (ASAA)
- Signed Handbook Acknowledgement Form

Eligibility Requirements

To participate in activities, students must:

- Maintain a **minimum 2.0 GPA**.
- Have **no failing grades (F's)**
- Meet eligibility requirements **checked weekly**.

Students who do not meet these requirements:

- May not participate in practice or events.
- Are encouraged to attend tutoring if it is available.

Note: There is no probation period. Exceptions may be approved by the principal or designee on a case-by-case basis.

Additional Team/Activity Eligibility Requirements

Coaches and activity sponsors may establish higher academic or participation standards for their teams or activities.

- **Any additional requirements must be:**
 - Approved by the Activities Director and Principal
 - Clearly communicated to students and parents/guardians
 - Signed by both the student and parent/guardian to acknowledge understanding.

These expectations will be shared at the beginning of the season or activity.

Participation Rules

- Students may not switch to a different activity once they have participated in their first event; they must remain in that activity until the season is complete.
- Students may try a different activity before participating in their first event.
- If activity seasons overlap, participation in tryouts for another activity may be limited.

Students who:

- Are removed from an activity for disciplinary reasons, or
- Are suspended from school.

➡ **Will not participate in any activity during that time**

Academic Expectations

Academics take priority over activities.

Students who:

- Do not attend class.
- Refuse to participate in class.

➡ **Will not be allowed to participate in practices or events**

Attendance Requirements

To participate in an event, students must:

- Attend the **full school day** on the day of the event or the day before travel.

Exceptions include:

- Verified medical or dental appointments.
- Family emergencies

After returning from travel, students are strongly encouraged to attend school the next day.

Practice Attendance and Communication

Coaches often plan practices based on which students are expected to attend.

- If you are going to miss a practice, you must communicate with your coach in advance of the practice.
- If you are present at school but do not attend practice without prior communication, this may be considered an unexcused absence.
- Unexcused absences from practice may affect your **playing time, participation, or team status**.

Repeated attendance issues may result in loss of travel privileges.

Travel Expectations

Students must:

- Travel to and from events with the team.
- Complete all missed school work within the identified timeframe.

Students may leave with a parent/guardian only if:

- Arrangements are made before the trip or their parents or guardians provide a written and signed note, for liability purposes.
- Approval is given by the coach/sponsor and school office.

Conduct During Travel

Students must:

- Remain in designated locations (school, hotel, dorm, etc.)
- Follow all directions from coaches and chaperones.

Behavior Expectations

While representing SISD, students are expected to demonstrate respectful and appropriate behavior.

Examples of unacceptable behavior include:

- Fighting
- Theft
- Insubordination
- Swearing or obscene gestures
- Hazing or initiation activities

Violations may result in suspension or removal from the activity.

Energy Drink Policy

To support student health, safety, and activity performance, energy drinks are not permitted for student participating in school activities.

- Energy drinks are prohibited on school campuses, at practices, during travel, and at all school events and activities
- Students may not possess, consume, or distribute energy drinks during any school-related activity

Examples of Energy Drinks (Not Allowed)

Examples include, but are not limited to:

- Red Bull
- Monster
- Rockstar
- Bang
- 5-hour Energy
- Celsius

Why This Matters

Energy drinks often contain high levels of caffeine and other stimulants that can:

- Increase heart rate and blood pressure
- Lead to dehydration
- Negatively impact sleep and recovery
- Reduce overall activity performance and focus

Proper hydration and nutrition are essential for student success in both academics and activities.

Students are encouraged to choose healthy alternatives such as:

- Water
- Approved sports drinks (in moderation)

Violations may result in disciplinary action as determined by the coach, sponsor, or administration.

Equipment Responsibility

Students are responsible for all issued equipment.

Failure to return or replace equipment may result in:

- Loss of awards.
- Ineligibility for future participation.
- Paying to replace the cost.

Discipline and Due Process

If a student violates activity rules:

1. The student will be informed of the violation.
2. The student will have an opportunity to respond.
3. Students' parents / guardians will be notified.

4. Written notice will be provided within 2 days.

Appeals Process

- Appeals must be submitted within **2 days**.
- The principal will review and respond within **5 days**.
- The decision is final at the school level.

Students may not participate while an appeal is in progress.

Activities Discipline Policy (ASAA-Aligned)

Participation in activities is a privilege. Students must follow all expectations regarding conduct, including policies related to tobacco, alcohol, and drugs. This policy applies year-round.

Offense	Suspension	Requirements
1st	10 days	1-page paper; presentation; 5 hrs service
2nd	45 days	2-page paper; presentation; 10 hrs service
3rd	1 year	5-page paper; presentation; 40 hrs service

Key Rules

- No participation during suspension
- Suspensions carry over seasons.
- Dishonesty adds 5 days.
- Out-of-season violations apply next season.
- Suspensions begin when the violation is confirmed.
- Suspensions may carry into the next season or school year.
- If not currently in season, suspension begins with the next activity.

Third-Party Reports

If a violation is reported by someone outside the school:

- The principal will review and verify the report.
- Parents/guardians will be notified.
- The student will have an opportunity to respond.
- A final decision will be communicated in writing.

Ejection from a Contest

If a student is ejected from a game or event:

- The student must miss the next scheduled contest at that level.

- The student may not participate at another level during the suspension.
- Additional consequences may be assigned by the coach or Principal.

Acknowledgement

By participating in activities, students and parents/guardians agree to:

- Abide by all handbook rules and expectations, as well as applicable school and district policies and expectations.
- Support coaches, sponsors, and school decisions.
- Maintain respectful behavior and demonstrate good sportsmanship.

Both student and parent/guardian must sign the acknowledgement form on the next page indicating they have read and understand this handbook.

“Make each day your masterpiece.” – John Wooden



Southeast Island School District

Student & Parent Acknowledgment

By signing below, we acknowledge that we have read and understand the expectations outlined in the Activities Handbook (2026–2027)

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent Signature: _____ Date: _____

Southeast Island School District



AK-TRAILS Handbook

VISION STATEMENT

Students are equipped to realize their dreams and aspirations.

MISSION STATEMENT

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

AK-TRAILS PHILOSOPHY

We are a guide to your child's future, but you choose the path to follow.
Enjoy your adventure!

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, AK 99919
Phone:(907) 828-8254 Fax:(907) 828-8257 E-Mail: aktrails@sisd.org

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ABOUT THIS HANDBOOK

This handbook provides parents and students with an overview of the programs, policies, and procedures that guide the AK-TRAILS Correspondence/Homeschool program.

We strive to recognize the values and individuality all Alaskan families cherish, and hope to foster the independence and self-reliance our students need to make a life in Alaska.

As your child's most important teacher, your involvement plays a vital role in the learning process. We are excited to begin a new year and look forward to working with you. If you have questions about any part of this handbook, your AK-TRAILS Guide is always available to help.

School Board Policy, Advisory School Council responsibilities, and assorted forms and documents are referenced throughout this handbook. A copy of anything referenced here is available on our website, sisd.org, and at each school, or from an AK-TRAILS Guide.

Southeast Island School District Strategic Plan

We can be proud of what we achieve in the Southeast Island School District (SISD) and AK-TRAILS program. Our entire plan is reviewed yearly by the School Board with the common goal of doing what is best for all students. The plan is available through your AK-TRAILS Guide or on our [website](http://sisd.org).

ABOUT AK-TRAILS

The AK-TRAILS Correspondence/Homeschool program is a unique and personalized option for children throughout the state of Alaska. When parents ask us what our program looks like, our response is:

“What do you want it to look like?”

“What do you need for your child?”

“How can we support you in your role as your child's educator?”

Each student is assigned an AK-TRAILS “Trail Guide” (Contact Teacher), a certified teacher who provides personal assistance to your family to support your student's learning. Your Trail Guide will meet with you to discuss courses and curriculum choices and can provide recommendations if desired. They also serve as your primary point of contact throughout the year for allotment use, grading and reporting, and other needs as they arise. We are here to offer guidance and support, but also endorse parent autonomy. Ultimately, it is your choice what curriculum is used for your child, and it is your choice how it is taught!

Calendar

The yearly academic calendar can be found on our webpage. Key dates, such as deadlines and assessments, follow the annually approved SISD calendar. Some details may differ for AK-

TRAILS students based on their Pathway within AK-TRAILS. Ask your Trail Guide for specific information.

Pathways

AK-TRAILS operates as one correspondence program, serving Alaska families through two service pathways based on geographic location. A shared program foundation supports consistent expectations, compliance, and family experience across both pathways, with some services structured along two pathways to reflect the different geographic contexts and support needs of families within and outside the SISD region.

Pathway 1: Southeast Alaska — Inside SISD Boundaries

These families have more direct visibility and access to local SISD resources, while choosing correspondence for flexibility and individualized learning.

Pathway 2: Mainland Alaska — Outside SISD Boundaries

These families select AK-TRAILS as a statewide correspondence option, and require support aligned to statewide needs and expectations.

AK-TRAILS ELIGIBILITY

- Students must reside in the state of Alaska
- Students must be at least 5 years old on or before September 1 of a school year, and under 20 years of age
- Grades Served: PreK-12
 - General Education
 - Special Education
 - Section 504
 - Gifted and Talented

ENROLLMENT OPTIONS

1. Full-Time Enrollment

To be considered a full-time student in AK-TRAILS homeschool/correspondence, the student must be enrolled in at least four core courses with AK-TRAILS.

2. Half-Time or Dual Enrollment

Half-time or Dual enrollment is simultaneous enrollment in AK-TRAILS and another school:

- another public school (within or outside of SISD boundaries)
- a technical school or college—often earning both high school and college credit for courses taken

Students are required to take at least three classes with AK-TRAILS and no more than three classes with another school. Per state statute, at least two of the AK-TRAILS courses must be core courses and the third course may be an elective (such as art, music, or PE). Courses taken at another school may not duplicate courses taken through AK-TRAILS. In this case, a part-time student will receive 50 percent of the full-time allotment. It is acceptable for a student to be enrolled part-time in two different homeschool or correspondence programs.

Enrollment in an SISD School

An AK-TRAILS student may also enroll in core or elective courses offered at an SISD school. Elective courses may include physical education (PE), art, music, world language, Career and Technical (CTE) courses, etc.

If you reside within SISD district boundaries and are interested in your student physically attending classes at an SISD school, please contact your AK-TRAILS Guide first. They will assist in creating a plan that best supports your student's learning. Your Trail Guide will then share the plan with the school's principal and act as a liaison to coordinate next steps.

Students enrolled full-time in AK-TRAILS may take up to 2 courses (core or elective) at the local SISD public school at no charge. Additional courses may affect allotment. The following outlines how SISD course participation may impact AK-TRAILS enrollment and allotment:

SISD Local School		AK-TRAILS
1-2 Courses	=	Must be enrolled in at least 4 courses with AK-TRAILS (50% must be core). Will receive full allotment with no charge for public school courses.
3 Courses (half-time)	=	Must be enrolled in at least 3 courses (50% must be core) with AK-TRAILS to qualify for half-time allotment.
4 Courses (full-time)	=	Student may or may not qualify for an allotment, based on the discretion of the administrative team.

Enrollment in Another School District

An AK-TRAILS student may also enroll in a course at another school district. This student would be dual-enrolled. Dual enrollment is contingent upon agreement between school Administrators at both schools. Funding is split between the districts and the allotment from AK-TRAILS will be determined according to state funding policies.

COURSE REQUIREMENTS

State of Alaska Correspondence Regulations (4 AAC 33.426):

(a) A student enrolled in a correspondence study program, whether full-time or part-time, must take at least 50 percent of the student's coursework that the student takes through the

correspondence study program in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas.

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled. A district shall waive the requirement of (a) of this section if the student obtained achievement levels that met standards in English language arts and mathematics as set out in 4 AAC 06.739(b) during the previous academic year.

(c) Core course work performed outside the student's correspondence study program may not count towards the requirements set out under (a) of this section.

(d) In this section, "core course" means:

(1) A course of study in

(A) English;

(B) Mathematics;

(C) Social Studies;

(D) Science;

(E) Technology;

(F) World Languages; or

(2) A course required by a student's IEP if the student is receiving special education and related services under 4 AAC 52.

Elementary Courses Required

- Language Arts (reading, writing, spelling)
- Math
- Science
- Social Studies
- Physical Education (PE)

Elective Course Options

High School

Ask your Trail Guide for the most current list of options, as these are updated regularly.

Elementary/Middle School:

- Art (including visual art, music, and other creative skills)
- Life Skills (such as cooking, baking, sewing, subsistence/outdoor skills, etc.)
- Technology

STUDENT & PARENT RESOURCES

- Powerschool Parent Portal access

- Shared Google Drive (student records, reports, resources)
- Parent Educator Discount Card
- Allotment Tracking Form (updated in real time)
- Direct Deposit
- Migrant Education program

Many resources can be found on our website, shared Google Drive, Social media platforms, or through your Trail Guide.

Tips for New Homeschoolers:

- Create a designated learning space, and organize your materials.
- Develop a schedule that works for your family, and aim for as much consistency as possible. Checklists are sometimes helpful.
- Map out a timeline of themes or topics you want to cover throughout the year.
- Set specific goals with your child.
- Carefully research curriculum options, and consider purchasing a little at a time. Many families find they need fewer materials than expected, and starting gradually can help prevent feeling overwhelmed.
- Personalize learning, and make it fun! For instance: Engage in projects, investigations, or experiments, and take the learning outdoors when you can.
- Encourage social interaction whenever possible and explore community opportunities available in your area.
- Reach out to your Trail Guide whenever you would like. They are available to listen, guide, and connect.

ACADEMIC POLICIES AND PROCEDURES

Individual Learning Plan (ILP)

Each student will have an Individual Learning Plan that lists Courses, Materials, Activities, and Assessments. The ILP is a way to individualize studies while ensuring that the student's education meets district and state standards. The ILP is developed in collaboration with the student, parent or guardian of the student, and the certificated teacher (Trail Guide) who is assigned to the student.

The ILP, per state statute, must provide for a signed agreement between the certificated teacher assigned to the student and at least one parent or guardian. The signed agreement verifies:

- compliance with the ILP
- that the student and parent have the same right to the district's appeal process as those in other district programs; and
- that the curriculum materials and the course of study are appropriate for the student.

ILPs should be completed and signed by a parent or guardian by September 30th. If a student enrolls after this date, the ILP should be completed within 10 days of enrollment. The ILP is a working document and may be adjusted throughout the year to reflect the student's needs. High

school students may also have add/drop deadlines each semester; please check with your Trail Guide for specific dates.

Quarterly Reporting (required by state statute) is used to determine student growth, which in turn guides modifications of the ILP. Supporting individual growth lies at the heart of the ILP development program. According to state statute, the ILP will provide for a plan to gain proficiency for those who have not scored proficient on the state assessment under *AS 14.03.123(f)*.

The ILP is the primary document used to determine allotment usage. All allotment usage must align with a course on the ILP.

Monthly Contact with your AK-TRAILS Guide

Monthly contact between the teacher and student or parent/guardian is required for all students. This contact may take place in a format that works best for your family, such as phone, an online platform (Zoom or Google Meet), email, or in person when possible.

Regular contact should be maintained throughout the school year, including during travel. In many cases, this may be as simple as responding to a teacher-initiated email, phone call, or message.

Email

We ask that parents/guardians maintain an email account and check it at least weekly so we can better support your student's learning. This expectation may be adjusted based on Internet availability.

Student Records and Transcripts

If you need a copy of your child's educational record or transcript, please contact your Trail Guide or the SISD Registrar at 907-828-3921.

Special Education

If your child currently receives special education, please notify your Trail Guide immediately upon enrollment, and if possible, provide a copy of your child's Individualized Education Program (IEP). If you do not have a copy of this handy, we can request one for you from your child's previous school district once we have your signed Records Request on file.

ALLOTMENT OVERVIEW

Funding by Enrollment Level and Date

Students enrolled in AK-TRAILS have access to the allotments listed below. Complete the enrollment process by September 30th for the following funding:

	Full Time:	Half Time:	2 classes:	1 class:
--	-------------------	-------------------	-------------------	-----------------

	*4 or <u>more</u> classes: (100%)	*3 classes (50%)	*<u>Potential</u> allotment up to:	*<u>Potential</u> allotment up to:
Pre-K	\$1,100**	—	—	—
K-12	\$2,700	\$1,350	\$800	\$400

**Must have another sibling enrolled in AK-TRAILS grade K-12.

Enrollment after September 30th will result in reduced student funding at a rate of 20% per week. A sample breakdown of the reduced funding for a full-time student is as follows:

	Pre-K	K-12
Last Week of September	\$1,100 (full allotment)	\$2,700 (full allotment)
1st Week of October	\$880	\$2,160
2nd Week of October	\$660	\$1,620
3rd Week of October	\$440	\$1,080
4th Week of October	\$220	\$540

Open enrollment continues throughout the year, however, allotment funding is only available through the end of the state count period: October 1 of each school year.

If a student has a remaining balance at the end of the school year, the balance will roll over to the next year as long as the student is enrolled by September 30.

If a graduating senior has unused allotment funds, those funds may transfer to a younger sibling enrolled in AK-TRAILS by September 30 of the next school year.

Using Allotment Funds

Families may access and use allotment funds in the following ways:

- **Reimbursement:** Families purchase items and submit receipts for reimbursement.
- **Direct Pay:** AK-TRAILS pays a Vendor directly for services or materials.
- **Purchasing Support:** Families may request AK-TRAILS/SISD to place an order (such as Amazon orders).

All purchases should support the student's ILP and follow program guidelines. Please connect with your AK-TRAILS Guide before making purchases over \$500 or when you have questions about whether an item may be covered.

Planning

Our goal is for your student's allotment to benefit their comprehensive education throughout the entire school year for which they are enrolled. For this reason, families are encouraged to budget approximately 50% of their student's allotment towards each semester's needs, and to spend no more than half of the allotment on any given class. Special considerations may be reviewed on a case-by-case basis. Example, first semester expenses exceeding 50% of the total allotment are allowable in many instances (a common example being the purchase of a year-long curriculum package). Advance purchase of second semester curriculum materials is also permissible- and heavily encouraged!

AK-TRAILS does allow roll-over of allotment funds on a yearly basis.

Parents enter into an agreement to enroll their child(ren) for the duration of the academic year. If the student is withdrawn from AK-TRAILS prior to November 1st, parent(s) will reimburse the district for materials that have already been reimbursed through the AK-TRAILS allotment funds. We ask that this reimbursement occurs within one week of being withdrawn.

Documentation

To support timely processing, all receipts and invoices should be clear, complete, and include the following:

- Vendor name
- Date of purchase or service
- Clear item or service description*
- Total amount paid
- Confirmation that items have been shipped and paid, or that services have been rendered

*Item descriptions should clearly reflect what was purchased. For example: Not acceptable: "BNDKG 152628 – \$50.00" Acceptable: "Journal set – \$50.00." If additional detail is needed, please write it on the receipt or include it in your submission email.

Receipts should be easy to read (not cut off, too dark, or blurry) and should show the full transaction. Screenshots should include the complete receipt, not partial images.

If submitting from email, receipts or order confirmations may be forwarded as long as all required information is visible.

For Direct Pay, vendors must be set up with SISD. This includes having a current Alaska business license and a completed W-9 on file with the district. If a vendor is not yet set up,

families can reach out to their Trail Guide, who will work with Purchasing or Accounting to support the process.

Submission Dates

- Purchase and reimbursement requests may be submitted once enrollment for the school year has been completed and an ILP is in place with signatures.
- Allotment purchases and reimbursements follow a July 1 – June 30 cycle.
- Receipts dated within that time frame apply to that school year's allotment.
- Purchase and reimbursement requests may be submitted throughout the school year. Families are encouraged to submit by semester (1st semester: July–January; 2nd semester: January–June) to support timely processing.
- Receipts must show that items were shipped and paid, not just ordered.
- Purchases for an upcoming school year may be made before July 1; however, receipts will apply to the school year in which the purchase date falls and must be connected to a course on the student's ILP for that school year.
- Rollover of remaining allotment funds to the next school year is allowed.

Processing

All allotment submissions (reimbursement and direct pay) follow this flow:

1. Submit to your Trail Guide for approval.
2. Your Trail Guide reviews the student's ILP for alignment and the Allotment Tracking Form for available funds.
3. If approved, the Trail Guide submits the request to Administration for final approval in alignment with policy, statutes, and regulations.
4. Once approved, the request is sent to SISD Accounting for processing and payment.

If a request cannot be approved, your Trail Guide will notify you and help identify alternative options that may support your student's ILP. Your full allotment remains available to support your student's education.

Families are encouraged to reach out to their Trail Guide in advance if they are unsure whether a purchase will be approved.

AK-TRAILS and SISD are proud to share that our reimbursements are among the fastest in the state. We strive for approvals within one week, and our Accounting Department processes payments on a weekly basis.

CURRICULUM AND INSTRUCTION (connected to Allotment)

Allotment funds are public funds intended to support student learning in alignment with Alaska state standards. All purchases should directly support instruction, student learning, and assessment as outlined in the student's Individualized Learning Plan (ILP).

Allotment funds may be used for academic resources, materials, equipment, and educational experiences that support the student's ILP and help them fully participate in coursework, including learning environment supports when needed.

Allotment funds are flexible and are not limited to traditional school supplies or curriculum. A wide range of materials and equipment may be approved when they meaningfully support instructional delivery and ILP coursework.

Allotment purchases are considered in the context of the student's ILP. In general, approved purchases:

- Support student instruction and learning goals
- Align with the student's ILP
- Serve an educational purpose connected to coursework
- Reflect materials, equipment, and experiences commonly used in public education settings

These guidelines provide general direction and are applied within the context of the student's ILP.

For purchases over \$500, or if you have questions about whether an item may be covered, please contact your AK-TRAILS Guide for guidance and approval.

Examples of allowable allotment expenses:

The following are examples of commonly approved educational expenses aligned with a student's ILP.

- Curriculum: resources, classes, programs, and packages (Calvert, Book Shark, Timberdoodle, etc.)
- Books: textbooks, novels, workbooks, dictionaries, thesaurus', poetry, audio or e-books, planners, etc.
- General Homeschooling Supplies: backpack, paper, writing supplies, notebooks, etc.
- Learning space items: student desk and chair, book or supply shelves/storage, whiteboard, printer and ink, laminator or binding and supplies, etc.
- Art Supplies: brushes, various paint/drawing media, canvas, sketchbook, easels, etc.
- Music/Performing Arts: instrument rental or purchase, instructional materials and supplies, lesson, camp, or participation fees, etc.

- Social Studies Materials: maps, globes, atlases, etc.
- Science Supplies: microscopes and slides, dissection materials, experiment kits, etc.
- Live Learning / Nature Study: materials and supplies used for hands-on learning about plants, animals, and the natural environment (e.g., gardening supplies, observation tools)
- Math Manipulatives: pattern blocks, base ten materials, counters, clocks, flash cards, etc.
- Life Skills (Independent Living): resources, supplies, and equipment for practical independent living skills (e.g., cooking, sewing, or outdoor skills). This may also include specialized wearable gear needed to support participation.
- CTE (Career Exploration): resources, supplies, and equipment that support career exploration aligned with the student's ILP (e.g., tools, kits, or equipment related to career pathways).
- Software/Apps: digital downloads, educational software, typing programs, apps, etc.
- Magazine Subscriptions: Highlights, Ranger Rick, National Geographic, Cricket, etc.
- Online Subscription-Based Programs: Keyboarding without Tears, Spelling City, etc.
- Subscription Boxes: Kiwi Crate, Raddish Kids, Little Passports, etc.
- Educational Toys/Brain Games: Chess, Osmo, Lego Educational Kits, Dash & Dot Robots, etc.
- Physical Education: resources, supplies, equipment, or fees that support physical activity (e.g., classes, team fees, gym memberships, or basic equipment).
- Field Trips: museums, theater shows, musical performances, aquarium/zoo visits, etc.
- Tutoring: Outschool, Sylvan, etc.
- Internet: monthly services fees for internet service.
- College Courses: UAS, UA, Kodiak College, and other approved, accredited universities.

This list is not exhaustive. Additional factors may be considered when determining whether a purchase is appropriate.

Examples of non-allowable allotment expenses:

Some purchases may not qualify for reimbursement through student allotment funds. These typically include items that are not directly connected to the student's ILP, are primarily for personal or family use, or fall outside of allowable expenses under state correspondence school guidelines.

Expenses that are discriminatory or religious in nature are not eligible for reimbursement- in accordance with state statute and correspondence school regulations.

Examples of purchases that would not be approved may include:

- Items primarily intended for family or general household use rather than student learning
- Household décor or decorative items
- Furniture intended for general household use

- Food, kitchen appliances, or large household appliances
- Everyday clothing or footwear not connected to an educational activity
- Gaming consoles and entertainment-focused video games
- Items primarily intended for entertainment rather than instructional use
- Personal electronics not connected to coursework or learning needs
- Vehicle parts, repairs, or fuel
- Purchases made from a family member's business
- Pre-paid services not yet rendered
- Late fees or penalties
- Items that may present a safety or liability concern under district policy

This list is not exhaustive. Additional factors may be considered when determining whether a purchase is appropriate.

Families are encouraged to contact their AK-TRAILS Guide if they have questions about a potential purchase.

Faith-Based Curriculum

AK-TRAILS welcomes families who use faith-based homeschool curricula. We can support faith-based program development within the limits of state statutes. While faith-based curriculum materials cannot be purchased with an AK-TRAILS allotment, parents/guardians may use their own chosen materials to provide instruction to their child. AK-TRAILS may also award credit for faith-based academic programs. Parents/guardians should work with their AK-TRAILS Guide to ensure courses are approved for credit.

Tutoring Services

Allotment funds may be used for tutoring or instructional services that are part of the student's ILP. These services may support academic subjects, including core courses and electives. In accordance with state regulations, instruction provided by family members or businesses owned by family members is not eligible for reimbursement.

Families may choose to pay tutors directly and submit receipts for reimbursement, or a vendor may be set up for direct pay through SISD. In all cases, services must be completed before reimbursement can be processed.

To ensure timely processing, invoices and receipts should include the same documentation needed for all receipts or invoices, as well as:

- Name of the student
- Description of services provided (Math tutoring, Music Lessons, etc.)
- Dates of service (tutoring session dates, not just invoice or paid date)
- Rate of service (per lesson/time)

Education-Based Travel

Allotment funds may be used to reimburse education-based travel utilizing airlines, railroad, ferry, rental car, or other modes of transportation, and may include lodging if the destination is over 100 miles from the student's home. Travel may include the student and both parents, with reimbursement coming from the student's allotment.

Entrance fees or tickets to events during the trip may be eligible for reimbursement when activities are directly related to subjects within the student's ILP. Some resource purchases may be reimbursed if they are directly tied to the student's ILP (for example, books or brochures from a field trip location), following standard allowable purchase guidelines. Mileage, food, and purchases not directly tied to the student's ILP are not reimbursable.

To qualify for reimbursement, the intended activities must directly relate to the student's ILP. Travel requests are reviewed on a case-by-case basis and must be approved by the Trail Guide and Superintendent. A Trip Approval form must be completed and submitted to your Trail Guide prior to travel.

Please plan ahead using the following timelines:

- Field trips within the U.S. and Canada: submit at least 15 days prior to the trip
- Field trips outside the U.S. and Canada: submit at least 60 days prior to the trip

(Board Policy 6153)

Technology

Students enrolled at least half-time by October 1 may purchase a technology device of their choice (laptop, desktop, iPad, printer, etc.) and request reimbursement through their allotment.

Families are responsible for maintaining their student's technology device. AK-TRAILS/SISD does not provide technical support for reimbursed devices. Purchasing warranties and protective accessories is recommended, and these may also be reimbursed through the allotment.

Technology purchases must be fully reimbursed through the allotment. Partial reimbursement or shared payment (co-ownership) is not permitted. An original receipt must be submitted with the reimbursement request.

QUARTERLY GRADES AND PROGRESS REPORTS

Prior to the end of each quarter, parents/guardians are required to submit a Progress Report that includes a recommended grade, along with one Student Work Sample for each course listed on the student's ILP. These items are typically due at least 5 days prior to the end of the quarter to allow for processing time. Your Trail Guide will provide specific due dates, which may vary depending on your AK-TRAILS Pathway.

Your AK-TRAILS Guide will connect with you and/or your student once per quarter to discuss your student's progress. Details regarding conferences may also vary depending on your AK-TRAILS Pathway.

1. Progress Reports

AK-TRAILS Progress Reports are simple documents. Parents/guardians provide a brief update on their student's progress for each course on the ILP, including a recommended grade and comments describing the student's progress in each course. You may use the form we provide or another format of your choosing (email, narrative document, etc.).

If you have questions or concerns about your child's progress, or the curriculum or resources they are using, please contact your AK-TRAILS Guide to request a conference. If a parent or Guide feels a conference would be helpful, please schedule that as soon as possible so that we can work together to support the student. In addition to regular contact, progress reports, and conferences, parents/guardians and Guides are expected to communicate when a student's progress in a course becomes a concern. The district values clear and open communication.

2. Student Work Samples

Parents/guardians submit at least one student work sample for each course listed on the student's ILP. Work samples may include items such as worksheets, workbook pages, journal entries, writing samples, presentations utilizing software like Google Slides, etc., videos or photos of completed projects, models, field trips, hands-on activities, logs, etc.

3. Grading

Please reference the charts below to designate suggested quarterly grades. Grading can be a complex topic, and your AK-TRAILS Guide is available to assist if needed.

Required Grading (K-6)

O = Outstanding

P = Proficient

D = Developing

N = Needs Work

X = Not Applicable/Not Enough Information

Required Grading (7 -12)

A = Outstanding Achievement (90-100%)

B = Above Average Achievement (80-89%)

C = Average Achievement (70-79%)

D = Below Average Achievement (60-69%)

F = Little or No Achievement (0 -59%)

P = Pass (for Pass/Fail classes)

I = Incomplete

Incomplete Scores

We strive to give students every opportunity to succeed. Students failing a 9-week course may be granted additional time to correct the concern when there are documented health issues or other unusual and excusable circumstances that have impacted attendance or performance. The

maximum extension is 15 school days. If work is not satisfactorily completed within the approved timeframe, the grade will reflect the work completed without the extension. No additional extensions will be provided. Incompletes are reserved for documented circumstances beyond the student's control and not for missing assignments.

Credit for Repeat Courses

With the approval of the Superintendent or designee, a student may repeat a course in order to raise his/her grade. The highest grade received will be the permanent grade on the student's transcript. The lower grade will be changed to NC (No Credit) and remain on the transcript. Any ties for academic awards at graduation will be settled with preference given to the student without repeated courses.

Awarding Credit

Course grades will be calculated based on the length of the course and the amount of work required. A semester-long course is worth .5 credits; the two quarterly report card grades will be averaged for the final semester grade that is listed on the transcript. Courses from outside vendors may be awarded the amount of credit outlined in their course syllabus. A failed semester grade will remain on the transcript. That grade will be averaged into the GPA until the course is repeated.

It is not uncommon to have a course be awarded 0.25, 0.50, or 0.75 credits over the entire school year. Any class that deviates from the norm will be identified in the comment section of each report card.

Credits are typically set at 6 per year. Students taking 7 or more credits may do so with administrative review, and seniors may take additional credits as needed to meet graduation requirements.

The Alaska Performance Scholarship is available to students. If you are interested in the Alaska Performance Scholarship please speak with the school counselor or your AK-TRAILS Guide.

Credit from Other Programs

Middle school students are encouraged to take challenging courses enabling them to advance beyond the minimum expectations for graduation. High school credit is typically not awarded for courses completed during middle school unless credit has been approved in advance, meets criteria and rigor, or was awarded by and is included on a transcript from another school district. (The most common approved situation is taking Algebra I in 8th grade.) No student will be denied access to challenging work regardless of age, and it is possible that middle school students may be in classes with high school students.

College Courses for Dual Credit

Students may receive dual credit for a college course if pre-approved by your Trail Guide and the SISD Administrative team. Tuition for these courses may be reimbursed at the time of purchase through allotment funding. Sometimes there is also grant funding for this. Upon successful completion of the course with a passing grade, up to \$250 per course may be reimbursed to the allotment if the grant funding allows.

Post-Secondary Education

Information about colleges, technical and vocational schools is available. Together with parents, students can begin planning their future with the help of this information. For those who plan to continue studies after high school graduation, there are a number of scholarships and student loans available to help you financially. Seniors must allow time for this paperwork and research. It is the student's responsibility to complete applications for financial assistance, and plan for a smooth transition to whatever school or career path desired. Taking classes in Language Arts and Math beyond our minimum expectations for graduation will greatly improve your opportunities.

ASSESSMENTS

Please reference our website for more information about assessments, including a list of important dates. Your AK-TRAILS Guide is also available as a point of contact.

If you would like your student to opt-out of testing, please request an opt-out form from your AK-TRAILS Guide.

Mainland AK-TRAILS Pathway: If you are interested in any formal, proctored testing, please contact your AK-TRAILS Guide. We will work with you to arrange a testing location that fits your student's needs.

State Mandated Testing

Alaska System of Academic Readiness (AK STAR), Alaska Science Assessment, Alaska Developmental Profile, Early Literacy Screener

During state-mandated testing windows, we ask that all students be available to participate in the state testing. Your AK-TRAILS Guide is your point of contact for scheduling and questions..

Other Testing Offered

There are many formal and informal assessment options available to support your student's evaluation needs (e.g., MAPS, IXL, curriculum-based assessments, etc.). Your AK-TRAILS Guide can support you in selecting and using these options.

COUNSELING AND GUIDANCE

AK-TRAILS Guides and district staff are available to support students with academic planning, high school course selection, and post-secondary planning. Families may reach out at any time for assistance with graduation requirements, college planning, financial aid, scholarships, grants or loans, or career exploration opportunities.

Students and families may also receive guidance on meeting eligibility requirements for the Alaska Performance Scholarship (APS), including course planning, GPA expectations, and testing requirements.

PSAT/SAT

Local Southeast Alaska students:

Students will be provided an opportunity to take the SAT and PSAT exams through SISD at a local school site. Students are responsible for transportation to and from the testing location. Exam fees may be submitted for allotment reimbursement.

Mainland Alaska students:

Students and families may register for the SAT or PSAT through the College Board website (www.collegeboard.org). Students are responsible for selecting a testing location and arranging transportation. Exam fees may be submitted for allotment reimbursement.

HIGH SCHOOL GRADUATION - BOARD POLICY 6146.1

An AK-TRAILS student with a minimum of 21 credits covering all required courses is eligible for a diploma. After the minimum requirements are met, students are encouraged to take additional courses until the completion of their senior year. Allotment may be used for courses beyond the graduation requirements once graduation requirements are met.

Typical High School Credit Progression

Freshman	9 th grade	1-6 credits
Sophomore	10 th grade	7-12 credits
Junior	11 th grade	13-18 credits
Senior	12 th grade	19+ credits

Credits Required for Graduation

Credits	Subject
4	Language Arts
2	Science
3	Math (Algebra 1 required)
0.5	Physical Education
0.5	Health
3	Social Studies-[*must include .5 credits of AK History (state requirement)]
8	Electives (strongly recommend at least 1 credit of World Language)

Total = 21 credits

Early Graduation

On occasion, early graduation requests may be considered for students who are at least 17 years of age, have not completed their senior year, and have a clear postsecondary education or career

plan. This process begins with the AK-TRAILS Guide and requires School Board approval following a student presentation to the School Board.

The student must ~~also~~ submit an application packet to the Board that includes at least the following: current transcripts; a letter from the student outlining future plans, such as acceptance into a postsecondary program or career pathway; and recommendation letters from teacher(s), the AK-TRAILS Guide or a member of the administrative team, and parent(s)/guardian(s).

The presentation must take place at the November School Board meeting, and the application packet must be submitted at least ten days prior to that meeting. The student may attend the meeting in person or virtually.

Meeting minimum graduation requirements alone does not qualify a student for early graduation.

Valedictorian/Salutatorian

Determination of valedictorian and salutatorian are made based on the following criteria:

1. Highest overall GPA at the end of third quarter of the student's senior year
2. Lowest number of repeated courses
3. Highest score on the SAT or ACT or Work Keys Tests (Must compare like tests)
4. Total Credits Earned
5. Honors and College Dual Credit Courses (highest number of these)
6. Service Learning and Community Service

The determination is made by starting at the first criterion. The next criterion is only evaluated if there is a tie or conflict on the preceding criterion. Valedictorian is the student who ranks 1st using this method. Salutatorian is the student who ranks 2nd using this method.

Graduation Ceremonies AS 14.03.075

Local Southeast Alaska students: AK-TRAILS students may choose to participate in their local SISD High School graduation ceremonies to recognize those students who have successfully completed the district requirements. The graduation ceremony may be used to recognize the accomplishments of younger students and to recognize alternative methods of graduation.

Mainland Alaska students: Due to geographics, graduate families plan their own graduation events. (Past ideas have been at a local park/pavilion, restaurants, personal residence, etc.) Each family is able to choose their date and time, their cap/gown/tassel colors, invite the family and friends they want to attend, have photo and food opportunities as they see fit, etc. Everyone enjoys this personal experience, so we look forward to continuing to support our families as best we can in this last event! If you wish, your Trail Guide and/or the SISD Superintendent will try to attend each family graduation event- depending upon date and travel. One can present the diploma to the graduating student, or to the parent to present to their graduating student.

Southeast Alaska (Inside SISD Boundaries) Pathway

(May be applied to participating Mainland AK-TRAILS Pathway students.)

RIGHT TO PARTICIPATE

No student shall be denied the right to participate in any school activity solely on the basis of gender, gender identity, sexual orientation, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful discriminatory practices, nor shall students be denied the right to participate as a method of collecting fines or fees.

Activities requiring travel of any sort (walking, bus, car pool, air, or ferry) will require that students maintain high behavioral, academic, and self-discipline standards. Ongoing behavior concerns may result in a student not being able to participate in travel activities. A teacher can deny access to a student with prior notice to the parent/guardian, AK-TRAILS Guide, and principal.

See Notice of Nondiscrimination in Appendix

EXTRA CURRICULAR ACTIVITIES

*The points referenced below refer primarily to participation in local SISD sports & activities, as well as anything sanctioned by ASAA (the Alaska School Activities Association). AK-TRAILS students may participate in extracurricular activities if eligible based on their AK-TRAILS Pathway, performance, and behavior.

Travel Expectations

Students are expected to meet the financial obligations of travel not covered by the school district. All travel costs not covered by the School District or local ASC (if applicable) will be the responsibility of the student or parent. The student/parent is expected to provide money for meals, snacks, and emergencies.

Students will be transported to school sponsored activities from the school and returned to the school. The parent/guardian is expected to provide transportation from home to the school and from the school to the home. There is no transportation provided to or from practice.

Eligibility Requirements

A student becomes ineligible for interscholastic competition regulated by the Alaska School Activities Association (ASAA) on his/her 20th birthday or at the beginning of his/her ninth semester in high school. Minimum criteria for participation in extracurricular activities by students 12 through 19 years of age include the following:

- Have received no F's on the most recent midterm or quarter grade report. Any incomplete grade will be considered an "F" until replaced by a letter grade. Students on high school sports teams must have passed 5 classes the semester before their sport with a "C" average. A student working to complete their GED would not qualify.

- Athletes participating on a district team must have a way to practice at their home school on any day they do not attend the regular practice;
- Individual coaches will set and regulate practice schedule for athletes coming to their team from other schools;
- Must maintain appropriate behavior as per school and contract rules. Behavior considered in determining eligibility will include behavior at school, behavior in extra-curricular activities and school related misconduct outside class and extra-curricular activities;
- The District will also consider misconduct unrelated to school which is otherwise relevant (substance abuse or criminal behavior), to the determination of eligibility;
- Must meet all ASAA requirements;
- An ineligible student may not practice, travel, dress in uniform, or participate in any game or competition including team warm-ups during the period of ineligibility. (The coach may expect a student to be present during practice and to do homework if the offense is academic);
- In some cases, there may be a \$25.00 uniform deposit required if competing at a junior high or high school level in a sport requiring uniforms and/or special equipment. This is not true if items are purchased by students or clearly defined as remaining with the students as funds are being raised for that purpose;
- Must have signed and dated SISD Participant Code of Conduct Contract for the specific activity;
- Have a current physical examination on file in the office before the first practice for any athletic event. This is required for middle school and high school;
- Ten practices are required before participating in any event;
- Travel costs are the responsibility of the student. Participation in fundraising activities before and during the season is expected. We recognize that travel fundraising can place additional demands on families and communities. Funds raised and then not used will be allocated by the local ASC.

Alcohol, Tobacco, Substance Abuse, or Possession

Participation in extracurricular activities carries additional responsibilities. Students are expected to follow school rules and applicable laws while representing their school and community. A coach or lead teacher has the right to deny a student's participation in any extra-curricular or co-curricular activity. Students are expected to obey all school rules and city, state and federal laws. Student athletes represent their school and community and are held to a higher standard than other students.

- No student is allowed to possess or use tobacco, alcohol or any controlled substance.
- Attendance at any activity or place at which alcohol, other drugs or other intoxicants are being exchanged, sold or consumed is not permitted. To protect themselves, students are expected to promptly notify the coach, lead teacher, or other responsible adult of the event. Self-reporting will not waive consequences for use.
- Any student issued a citation or summons to appear in court involving alcohol or controlled substances will be immediately deemed ineligible to participate in athletics or other school travel in accordance with policy. The concept of "burden of proof" will not

deter from the application of the consequences. Eligibility decisions may be based on verification that a legal charge has been filed, consistent with district policy.

- These rules apply from day one of school to the last day of school. For instance, being cited for use a few days prior to the beginning of the season will carry the same penalties as if cited during the season. Those consequences will begin as soon as the district becomes aware of the situation.
- If the event occurs during a school-sanctioned trip, the student will not be allowed to travel on any school sponsored trips for the remainder of the school year. This travel restriction is in addition to any other disciplinary action resulting from the behavior.
- If a serious policy concern arises, school administration may refer the matter to the appropriate authorities, including the local Village Public Safety Officer (VPSO) or Alaska State Troopers.

Misconduct While Traveling

As with all areas of conduct for athletes, serious infractions may result in the student being returned home at parent/guardian expense using the next available transportation. The first available transportation is generally going to be a flight at considerable expense. We cannot send a student unsupervised on a ferry. A student returned home would be under constant supervision until placed on the plane. Parents are expected to make arrangements for pick up upon return, and to be present when that flight arrives.

If the loss of the student means that there is no longer a full team, the rest of the team will return home as quickly as economical transportation can be arranged.

Rule Infraction Verification

The administrator will determine the discipline based on guidelines established by the Alaska School Activities Association (ASAA). A complete copy of ASAA guidelines and regulations can be found at your school or at www.asaa.org.

Athletic Equipment

It is the responsibility of each athlete or participant to make sure the uniform and equipment are maintained in a state of proper cleanliness and repair. Unless students purchased their own uniforms, parents will be notified of the responsibility of the athlete or participant to return or pay for any equipment or uniforms damaged or not returned to the coach at the end of the season or activity. Uniforms and equipment acquired through student fundraising are the property of the team and must be available for continued team use, unless clearly defined as student property during fundraising activities.

Field Trips

Realizing the educational opportunities afforded by activities away from the school site, the Southeast Island School District Board of Education supports and encourages schools to plan for and involve students in educational field trips. If money is raised at school for the trip, the money is collected through a school or ASC account, the trip uses school personnel or vehicles, regardless of the time of year, the trip is considered a school trip and will follow all school expectations and guidelines. All field trips will involve educational objectives.

Participation in field trips away from the school site is based on the student demonstrating responsible behavior and the ability to follow school expectations. We expect students to be

aware that classroom behavior, self-discipline and attitude will impact their ability to travel. Consequences and expectations are the same as for any extra-curricular or co-curricular activity.

Students representing SISD are expected to demonstrate respectful and responsible behavior, dress appropriately, and conduct themselves with grace and politeness. When a student is under the supervision of the school district, either while on school grounds or traveling, any allegation of misconduct will be thoroughly investigated. Students representing SISD are expected to obey all school rules and city, state, and federal laws.

Students must wear seat belts at all times. Students are not allowed to drive a car in another town while traveling for the school district. Traveling students who violate laws or school rules may be sent home by the first available transportation, at their own expense. Students violating major school policies including drug and alcohol policies may lose travel privileges for up to a calendar year. Students may be disciplined for behavior prohibited by student discipline rules that occur on or off campus at any time of the year, if the behavior is either related to school, school activities, or while on school sponsored trips.

Fundraising

Continuing reductions in school funding has forced students into fundraising activities. General funds for student travel and activities are very limited. We use grants as much as possible to cover this gap. Students will still need to raise funds for a multitude of worthwhile activities. When solicitations are made on behalf of the school or on behalf of a charitable organization, the School Board particularly desires that no person be made to feel uncomfortable or pressured to provide funds. All staff members are expected to emphasize that donations are always voluntary.

The superintendent or designee may limit fund-raising activities in order to prevent interference with the instructional program or to protect students from dangerous or unsafe situations. Teachers who are planning fundraising activities must first have the approval of the principal before proceeding with the activity. It is important to control fundraising to avoid duplication of sales between groups of students or student organizations and to keep from over-burdening the public.

A senior trip would occur during the school year and have an educational objective with behavioral expectations similar to any other school trip. Seniors taking a trip after the end of the school year are not on a school-sponsored activity. Such a trip is in no way connected to school and the ASC cannot manage fundraising accounts. Students raising money for school-sponsored activities have the priority if the fundraiser uses school facilities in any way.

FOOD SERVICES

During the school year, we offer breakfast and lunch free of charge for all students attending schools that offer these meals in our district. Currently, we do not turn away any students from this program; however, we do need all parents to complete the necessary paperwork regardless of whether the student will qualify. The statistics gathered from this paperwork are crucial if we are to keep the grants we have and if we hope to get other grants that require those numbers. Another critical issue is that if we are to keep this free service, students need to use it. We encourage your feedback on the program so that we can better meet the needs of our students and keep the

program. Do not hesitate to contact Food Service staff or the Director if you have questions or concerns. We appreciate and encourage your cooperation.

LOST OR DAMAGED ITEMS

Students are responsible for the care of materials and equipment issued to them. AK-TRAILS may assess charges for lost or damaged books, materials, supplies, or equipment checked out from Southeast Island School District, including computers. Students will sign a computer use agreement outlining appropriate use and will sign out any textbooks or equipment borrowed from the district. Students are not responsible for normal wear and tear on items in their care; however, repair or replacement costs may be assessed for damage resulting from negligence, vandalism, or loss. Replacement costs for textbooks and computers will reflect the current cost of replacement rather than the district's original purchase price.

APPENDIX A: NOTICE OF NON-DISCRIMINATION

Notice of Nondiscrimination

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation act of 1973; and all other Federal, State, School rules, laws, regulations, and policies, the Southeast Island School District shall not discriminate on the basis of gender, age, race, color, national origin, religion, or handicap in its educational programs or activities.

It is the intent of all Southeast Island School District Schools to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures in accordance with Title IX and Section 504 have been established for students, parents, and agency employees who feel discrimination has been shown by the Southeast Island School District.

Specific complaints of alleged discrimination due to gender, race or disability should be referred to:

Rodney Morrison, Superintendent
PO Box 19597, 1010 Sandy Beach Road
Thorne Bay, AK 99919
907-828-8254
rmorrison@sisd.org

Students attending any Southeast Island School District school may participate in education programs and activities, including, but not limited to health, physical education, and career & technical education, regardless of gender, gender identity, sexual orientation, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability.

APPENDIX B: NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the student's school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal, lead teacher, or secretary a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school

official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education

programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

APPENDIX C: NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

* *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

* *Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

* *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Southeast Island School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal

information for marketing, sales, or other distribution purposes. Southeast Island School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Southeast Island School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Southeast Island School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

APPENDIX D: ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

Parental Agreement

As a parent/guardian, I acknowledge that I have read the AK-TRAILS Handbook and agree to support my child in following the procedures, guidelines, and expectations outlined in the Handbook while enrolled in the AK-TRAILS Correspondence/Homeschool Program. I understand that the school may respond to policy violations as outlined in this Handbook. I recognize that not every situation can be specifically addressed in written guidelines. I understand that school personnel may review and respond to situations in alignment with the school's Mission Statement, state and federal laws and regulations, and School Board Policies. I acknowledge that students are expected to take responsibility for their behavior.

Name of Parent/Guardian: _____

Date: _____

Signature of Parent/Guardian: _____

Please complete, sign, and return this form within 10 days of receipt of Handbook/Enrollment.

A signature is necessary before any purchases or reimbursements can be made.

BP 4156.4/4256.4/4356.4 All Personnel – Personal Cell Phone Allowance

The School Board recognizes that certain employees are required to communicate regularly while away from a District office, travel between District sites, respond to emergencies, or remain reasonably accessible in connection with their assigned duties.

When the District determines that regular business-related cell phone use is required and that issuing a District-owned device is not necessary or operationally preferable, an eligible employee may receive a monthly allowance to offset a portion of the cost of maintaining and using a personal cell phone for District business.

Eligibility shall be based on assigned job responsibilities and operational need. Receipt of an allowance is not an entitlement associated with a particular position or employee. The Superintendent or designee shall determine which employees are eligible, subject to available funding and any applicable collective bargaining agreement or employment contract.

The amount of the allowance shall be established or approved by the Board. The allowance is intended to offset reasonable expenses associated with required District use of the employee's personal device and is not intended to reimburse every expense incurred by the employee or serve as a substitute for regular wages.

Employees using personal devices for District business shall comply with applicable laws, Board policies, administrative regulations, District technology and information-security requirements, confidentiality requirements, records-retention obligations, and safe-use expectations.

Communications and other information concerning District business remain District records regardless of whether they are created, received, transmitted, or maintained on a District-owned or personally owned device. District-related information may be subject to investigation, audit, public-records disclosure, subpoena, litigation hold, discovery, court order, or other legally required preservation or production.

The District shall take reasonable steps, consistent with its legal obligations, to limit the collection, review, and disclosure of information from an employee's personal device to responsive District-related information. Participation in the allowance program does not, by itself, provide the District with unrestricted access to an employee's personal device or personal information.

Receipt of an allowance does not, by itself:

1. Place an employee on call;
2. Change the employee's established work schedule;

New policy proposed by District

3. Require an employee to be continuously available outside assigned work hours;
or
4. Authorize overtime or other additional compensation.

The Superintendent or designee shall establish administrative procedures governing eligibility, approval, payment, employee responsibilities, information security, records preservation, discontinuation of the allowance, and implementation of this policy.

(cf. 1340 – Access to District Records)

(cf. 3300 – Expenditures/Expending Authority)

(cf. 3580 – District Records)

(cf. 3544.1 – Distracted Driving Policy Acknowledgment)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential Information)

(cf. 4119.26/4219.26/4319.26 – Use of Cellular Phones)

(cf. 4156.3/4256.3/4356.3 – Reimbursement, Uniforms and Allowances)

(cf. 4170/4270/4370 – District-Issued Portable Technology)

(cf. 4180/4280/4380 – Residency and Remote Work)

(cf. 4253 – Overtime Pay)

(cf. 5125 – Student Records)

Legal Reference:

ALASKA STATUTES

AS 40.21 – Management and Preservation of Public Records

AS 40.25.100–40.25.295 – Alaska Public Records Act

ALASKA RULES OF COURT

Alaska Rules of Civil Procedure 26, 34, and 37

UNITED STATES CODE

20 U.S.C. § 1232g – Family Educational Rights and Privacy Act

New policy proposed by District

29 U.S.C. §§ 201–219 – Fair Labor Standards Act

BP 4115 Certificated Personnel - Evaluation/Supervision

Note: [AS 14.20.149](#) requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee's work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated.

Department of Education and Early Development regulations require a district's certificated employee evaluation system to evaluate a teacher or administrator's performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than July 1, 2016, a district shall adopt for teachers and administrators standards for performance based on student learning data. [4 AAC 04.205](#). A district shall report to the department not later than September 15th of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in [4 AAC 19.055](#). The Educator Evaluation regulations are found at [4 AAC 09.010-19.099](#).

The School Board believes that evaluations can provide important information relevant to employment decisions, ~~can~~ help staff improve their professional skills, ~~can~~ improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district's certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district's certificated employee evaluation system will incorporate those procedures and mandates required by law.

The district shall provide ~~annual~~ in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

Individuals conducting an evaluation must hold a type B administrator certificate or be a site administrator under the supervision of a person with a type B certificate, be employed by the school district as an administrator, and complete training in the use of the district's evaluation system.

A certificated employee has a right to ~~timely~~ comment within 10 days on the evaluation and may not be retaliated against for doing so.

The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the ~~district's~~district's website. The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

(cf. 4116 - ~~Probationary/Permanent~~Nontenured/Tenured Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

14.20.149 Employee Evaluation

14.08.111 Duties

14.14.090 Duties of school boards

23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE

4 AAC 19.010-4 AAC 19.060~~099~~ Evaluation of professional employees

4 AAC 04.200 Professional content and performance standards

4 AAC 04.205 District performance standards

Revised 12/96, 4/99, 1/13, 11/14, 3/29/17, 10/2017

Reviewed 10/07

Adoption Date: 04/09/98

Southeast Island School District

BP 4116 Certificated Personnel - Nontenured/Tenured Status

The School Board recognizes that new teachers need training, assistance and evaluations designed to increase their competency as teachers and to ensure that the best qualified staff is retained by the district.

(cf. 4115 - Evaluation)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4131 - Staff Development)

Note: In [Fairbanks North Star Borough Sch. Dist. v. NEA-Alaska](#) (1991) the Supreme Court held that counting a combination of sequential fractions of years to obtain two full years of service, as provided in [4 AAC 18.900](#) (b) (2), conflicts with the "full" year requirement of [AS 14.20.150](#). Therefore [4 AAC 18.900](#) (b) (2) is invalid as currently written. A teacher who teaches part time less than an entire school year cannot count that portion or fraction of a year toward tenure. In contrast, this situation must be distinguished with a teacher teaching "part time" during the entire school year. A teacher teaching the entire year, but on a part time basis, is allowed to count that year toward tenure. See *State v. Redman*. The following policy is drafted in light of these two cases interpreting the requirements of the tenure statute.—

Note: The following language governing acquisition of tenure applies to all regularly certificated teachers hired or rehired by the district on or after August 16, 1996. Teachers teaching under a preliminary, revocable, or subject matter expert limited certificate do acquire service years for purposes of determining tenure. However, tenure may not be granted to these individuals until a regular certificate has been issued. [AS 14.20.015 - 14.20.022](#). [Retired teachers hired under AS 14.20.135 due to teacher shortages are not eligible to acquire, maintain, or reacquire tenure.](#)

~~Retired teachers hired under [AS 14.20.135](#) due to teacher shortages are not eligible to acquire, maintain, or reacquire tenure.~~

A [nontenured](#) teacher who has been employed by the district continuously for three consecutive school years and who is ~~then rehired~~[offered a contract](#) for the next succeeding school year shall achieve tenure in the district at the beginning of the fourth year, provided the teacher performs a day of teaching services in the fourth year, and further provided the teacher received a satisfactory performance evaluation in the third year.

(cf. 4112.10 Employment of Retired Teachers)

Note: The following language sets forth state law governing portability of tenure. [Alaska Statute 14.20.150](#), as amended in 1998, establishes criteria that a previously tenured teacher must meet in order to acquire tenure in your district. The criteria are different depending upon whether the teacher previously acquired tenure in your district or another district.-

~~Note: A break in service which begins on or after the last instructional day of the school year but before the first instructional day of the next school year will be considered to have lasted no longer than one year if the teacher is employed on the first instructional day of the next consecutive school year. [AS 14.20.150\(d\)](#).—~~

A teacher who has acquired tenure in the district but loses tenure because of a break in service may reacquire tenure if the break in service was not the result of dismissal or nonretention and did not last longer than one year. A teacher returning from a break in service not lasting longer than one year will reacquire tenure at the beginning of the second consecutive year of reemployment, provided the teacher performs a day of teaching services in the second year, and further provided the teacher received an acceptable performance evaluation.

A teacher who has acquired tenure in another district will acquire tenure in this district if the teacher's break in service was not the result of dismissal or nonretention and did not last longer than one year. A previously tenured teacher who has been employed by the district continuously for two consecutive school years and who is then offered a contract for the next succeeding school year shall achieve tenure at the beginning of the third year, provided the teacher performs a day of teaching services in the third year, and further provided the teacher received a satisfactory performance evaluation in the second year.

Note: A break in service which begins on or after the last instructional day of the school year but before the first instructional day of the next school year will be considered to have lasted no longer than one year if the teacher is employed on the first instructional day of the next consecutive school year. [AS 14.20.150\(d\)](#).

Legal Reference:

ALASKA STATUTES

[14.20.010 - .040](#) *Teacher certification*

[14.20.147](#) *Transfer or absorption of attendance area or federal agency school*

[14.20.150](#) *Acquisition of tenure rights*

[14.20.155](#) *Effect of tenure rights*

[14.20.160](#) *Loss of tenure rights*

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

[14.20.210](#) *Authority of school board or department to adopt by laws*

[14.20.215](#) *Definitions*

ALASKA ADMINISTRATIVE CODE

[4 AAC 12.010](#)~~-.900~~ *Certification of professional teachers*

[4 AAC 18.027](#) *Acquisition of tenure rights: less than full-time teachers*

[4 AAC 18.900](#) *Definitions*

[Fairbanks North Star Borough School District v. NEA - Alaska](#), 817 P.2d 923
(Alaska 1991)

[State v. Redman](#), 491 P.2d 157 (Alaska 1971)

Revised 3/04

Reviewed 10/2007, 3/2017

Adoption Date: 04/09/98

Southeast Island School District

BP 4117.2 ~~Certificated Personnel - Resignation~~ / 4217.2 / 4317.2 - All Personnel - Resignation

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

Note: The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy which addresses the situation of a teacher's request to resign during the teacher's contract term, or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches his or her employment contract. -The following language can be revised to reflect your district's needs.

A certificated staff member should provide notice as early as possible to the district when the staff member knows that he or she does not plan to return for the following school year. The district [OPTION: will OR may] agree to release a certificated staff member who has signed a contract, provided notice is given to the district, in writing, post-marked [OPTION: thirty calendar days prior to the staff member's first contract day of the school year OR on or before June 30th].

~~If a certificated employee leaves the employ of the District during the school year without obtaining acceptance of his/her resignation, leaves before the effective date of the resignation, or~~ If a request to release a certificated staff member from his or her contract is made [OPTION: when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter OR after June 30th], the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the Superintendent may report this fact, with supporting evidence, to the Professional Teaching Practices Commission district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that he/she is under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 18.010](#) *Teachers' and administrators' contracts*

[20 AAC 10.020](#) *Code of ethics and teaching standards*

Revised 3/04, 3/09, 3/29/17, 2/2018

Reviewed 11/07

Adoption Date: 04/09/98

Southeast Island School District

BP 4117.3 Certificated Personnel - Personnel Reduction

Note: Under AS 14.20.177, a district may implement a layoff plan if it is necessary to reduce the number of tenured teachers because school attendance has decreased or the basic need of the school district, as determined in accordance with AS 14.17.410(b)(1), decreases by three percent or more from the previous year. We recommend that school districts consult with legal counsel well before instituting layoff proceedings because of the complexity of legal provisions which must be followed.

The School Board may determine that a reduction in certificated personnel is necessary due to declining enrollment or due to a reduction in the district's basic need in an amount established by law.

The School Board shall authorize the Superintendent or designee to lay off employees in accordance with law, district procedures, and any applicable collective bargaining provisions.

(cf. 4117.6 - Nonretention)

Prior to layoff of any tenured teacher, the School Board shall adopt a layoff plan. The plan will identify academic and other programs the district will maintain in implementing the plan. The plan will also include procedures for layoff and recall of tenured teachers.

Note: The district may place a tenured teacher on layoff status only after the district has given notice of nonretention to all nontenured teachers. However, a district may retain a nontenured teacher and place on layoff status a tenured teacher if there is no tenured teacher in the district who is "qualified" to replace the nontenured teacher. ~~AS 14.20.177~~ The qualifications of teachers for purposes of layoff are set forth in AS 14.20.177. This statute contains ~~provides~~ detailed provisions which must be consulted in making a determination of whether a tenured teacher is qualified for the position.

Any tenured teacher laid off pursuant to the School Board's layoff plan is entitled to a hiring preference for three years following the layoff. The hiring preference applies to vacant teaching positions for which the teacher is qualified. A teacher who declines an offer of employment from the district will lose the hiring preference unless the teacher is contractually bound to teach elsewhere.

Note: The School Board may not enter into a collective bargaining agreement with the teachers' union which contains terms conflicting with the layoff rights and procedures set forth in AS 14.20.177. ~~This does not affect a collective bargaining agreement in effect on August 16, 1996.~~

Legal Reference:

ALASKA STATUTES

[14.20.140](#) *Notification of nonretention*

[14.20.145](#) *Automatic re-employment*

[14.20.175](#) *Nonretention*

[14.20.177](#) *Reductions in force*

[14.20.180](#) *Procedure and hearing upon notice of dismissal or nonretention*

[14.20.215](#) *Definitions*

[23.40.070](#) *Declaration of Policy (PERA)*

ALASKA ADMINISTRATIVE CODE

[4 AAC 18.010](#) *Teachers' and administrators' contracts*

Reviewed 11/07, 3/2017

Adoption Date: 04/09/98

Southeast Island School District

BP 4117.31 - Certificated Personnel - Layoff/Rehire

Note: Before a school district lays off any tenured teacher, the school board must adopt a layoff plan. The plan must identify academic and other programs that the district intends to maintain in implementing the layoff plan. The plan must also include procedures for layoff and recall of tenured teachers. The following plan contains those provisions required by Alaska's reduction in force statute, AS 14.20.177. This statute also prohibits a district and its teachers' association from entering into collective bargaining agreement terms which conflict with AS 14.20.177.

The School Board believes that any reduction in staff which is required should be undertaken so as to minimize disruption to the education program and to the provision of instructional services to students, and to cause the least deviation from the present assignment of personnel. The terms "reduction in certificated staff" or "layoff" refer to action the district takes to reduce the number of certificated staff due to decreased enrollment and/or due to a reduction in the district's basic need in an amount established by law.

1. Position Categories

The following categories and specialties are established to ensure the qualifications of personnel assigned to retained positions:

- A. Elementary teachers will be considered for retention in one category.
- B. Secondary teachers (7-12) will be considered for retention by teaching specialties, such as Math, Science, Language Arts, Social Studies, Vocational Education (Industrial Arts, Home Economic, Vocational Business, Vocational Agriculture), or combination thereof.
- C. Other certificated staff members will be considered for retention according to their specialties, which will include:
 - A. Music
 - B. Technology
 - C. Special Education
 - D. Librarian
 - E. Physical Education
 - F. Speech Pathology
 - G. Art

2. Qualifications

Each teacher, in accordance with criteria set forth in Section 3 below, will be considered for retention in the category of specialty appropriate to the position he or she holds at the time of the implementation of these procedures; and, in addition, in such other categories or specialties as any teacher may designate in

writing to the Superintendent or designee, provided that in order to qualify for consideration in any such category, the employee must have:

- A. For positions in grades K-8, an elementary endorsement.
- B. For positions in middle school:
 - A. an elementary endorsement;
 - B. a secondary certificate with a subject area endorsement in the area of assignment constituting at least 40% of the teacher's time; or
- C. within the five years preceding the last date of teaching in the district, the teacher has received an evaluation indicating that the teacher's performance in the relevant subject area(s) meets the District's performance standards.
- C. For positions in grades 9-12.
 - A. endorsement for each subject area in which the teacher will spend at least 40% of teaching time; or
 - B. within five years preceding the last date of teaching in the district, the teacher has received an evaluation indicating that the teacher's performance in the relevant subject area(s) meets the district's performance standards.

3. Implementation

Teachers shall be considered for retention in available positions within the categories or specialties for which they qualify under Section 2. In the event that there are more qualified employees than available positions in a given category or specialty, the following criteria shall be used to determine which employees shall be recommended for retention. No tenured teacher will be placed on layoff status until the district has given notice of nonretention to all nontenured teachers. However, the district may retain a nontenured teacher and place on layoff status a tenured teacher if there is no tenured teacher in the district who is qualified to replace the nontenured teacher under the criteria in Section 2 above.

4. Hiring Preference

All teachers who are not retained in accordance with these procedures shall be laid off and placed in an employment pool for possible re-employment for a period up to three (3) years. Teachers placed in the employment pool under this layoff plan are entitled to a hiring preference. Teachers in the pool will be given the opportunity to fill open positions within the categories or specialties identified in Section 1, for which they are qualified under Section 2. If more than one teacher is qualified for an open position, the most senior teacher shall be offered the position.

When a vacancy occurs for which a teacher entitled to a hiring preference is qualified, notification from the district to the teacher will be by certified, return receipt mail. The teacher will have thirty (30) days from the receipt of the certified

New Policy for SISD from AASB Model Policy

letter to accept the position. If the teacher fails to accept the position offered, the teacher is no longer considered to be on layoff status and will be dropped from the reemployment pool, unless the teacher is contractually obligated to provide professional services to another district or educational program.

No new teacher shall be hired in a category or specialty identified in Section 1 until all qualified teachers in the reemployment pool category have been recalled, or have declined an offer of recall.

~~BP 4217.2 Classified Personnel - Resignation~~

~~Ample notice of intention to resign should be given by an employee who plans to leave the district. Normally, no less than two weeks notice should be given.~~

~~Positive supervisorial action is required to determine if causes of employee resignation may be adjusted. Supervisors should consider factors of employee value to the district, availability of replacement, and costs of training a replacement.~~

~~The Superintendent or designee is authorized to accept the written resignation of any employee in behalf of the School Board, and the resignation shall become effective immediately on acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.~~

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

Southeast Island School District



Southeast Island
School District

Christine Page Haufe <cpage@sisd.org>

Call for Resolutions - Response due by Oct. 7, 2026

Darlene Trigg <aasb@aasb.org>
Reply-To: aasb@aasb.org
To: cpage@sisd.org

Tue, Jul 28, 2026 at 12:00 PM



Call for Resolutions - Response due by Oct. 7, 2026

AASB is soliciting resolutions, resolution amendments and comments from local school boards for consideration at the 2026 Annual Conference on Nov. 5 - 8 at the Egan Convention Center in Anchorage. These resolutions guide our association for the coming year. They also guide our advocacy and positions during the upcoming legislative session.

We encourage each school board to carefully review the resolutions packet. It is essential that our resolutions adequately address the issues facing school boards and public education across Alaska. As you review the materials, please consider the challenges and opportunities within your district—as well as those that may affect other districts statewide.

**The following reference documents
may be viewed online or downloaded:**

- [2027 Draft #2 Where We Stand \(pdf\)](#)
- [2027 Draft #2 Where We Stand \(Word\)](#)
- [2026 Table of Sunsetting Resolutions/Proposed Sunsetting Resolutions](#)
- [AASB 2026 Resolution Process and Timeline](#)
- [AASB Resolution Submission Form](#)

At their July 2026 meeting, the AASB Board of Directors reviewed the current resolutions scheduled to sunset and considered proposed revisions to existing resolutions and newly proposed resolutions. The Board's recommendations are noted in the *Where We Stand* [Draft #2](#) document for consideration by the membership.

AASB resolutions provide the authority needed for the Association to respond when approached by the Legislature or other parties. We encourage member districts to review existing resolutions and consider potential amendments or new proposals, as well as identify important topics that may not yet be addressed in the current resolutions.

To comment on or suggest changes to the resolutions, AASB requests that your board schedule time to discuss the resolutions at a regular meeting and vote by official board action. We require all submissions of comments, new resolutions, or amended resolutions be submitted by **October 7, 2026**. To submit a comment, new resolution, or amendment, click the button below:

[Submit Resolutions](#)

A complete set of all resolutions, including those proposed by districts, will be compiled and sent to member districts by October 17, 2026. If you have any questions regarding the resolutions, please email Katie Oliver at koliver@asb.org or call 907-463-1660.

Upcoming Webinar: A Review of the Resolutions Process

An informational webinar on the AASB resolutions process will be held on Wednesday, August 27, at 12 pm. In this webinar, we will walk through each step of the process and answer common questions. Whether you're new to resolutions or looking for a refresher, ~~you~~ you'll gain the clarity and confidence to

engage effectively. Join us to explore how your board can shape AASB's advocacy and policy direction.

Register Here

Thank you for your board's continued commitment to supporting Alaska's students! We look forward to receiving your comments, amendments, and resolutions.

Sincerely,

Darlene Trigg, Resolutions Committee Chair

The mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

aasb.org | [email](#) | (907) 463-1660



Association of Alaska School Boards | [1111 W. 9th Street](#) | Juneau, AK 99801 US

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association of
ALASKA
school boards

2026-2027 Calendar of Events

2026

JULY

17-18 AASB's Summer Board of Directors Meeting — Delta Junction

SEPTEMBER

10-11 Executive Administrative Assistants Training — Embassy Suites, Anchorage

12-13 Fall Boardsmanship Academy — Embassy Suites, Anchorage

18-19 Statewide Charter School Academy — Anchorage School District Site

OCTOBER

6-8 Maintenance Employees Conference — The Lakefront, Anchorage

NOVEMBER

5-8 AASB's 73rd Annual Conference & Youth Leadership Institute —
Egan Civic & Convention Center, Anchorage

9 AASB's Board of Directors Meeting — Anchorage

2027

FEBRUARY

20-22 Leadership Academy & Legislative Fly-In and Youth Advocacy Institute —
Elizabeth Peratrovich Hall, Juneau

www.aasb.org

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2026-2027
Calendar of Events

2027

MARCH

26-27 AASB's Spring Board of Directors Meeting — TBA

APRIL

16-17 Spring Boardsmanship Academy — The Wildbirch Hotel, Anchorage

JULY

15-18 AASB's Summer Board of Directors Meeting — TBA

SEPTEMBER

16-17 Executive Administrative Assistants Training — Hotel Captain Cook, Anchorage

18-19 Fall Boardsmanship Academy — Pike's Waterfront Lodge, Fairbanks

OCTOBER

6-8 Maintenance Employees Conference — The Lakefront Anchorage

NOVEMBER

4-7 AASB's 74th Annual Conference & Youth Leadership Institute — Egan Civic & Convention Center, Anchorage

8 AASB's Board of Directors Meeting — Anchorage

www.aasb.org

SISD BOARD MEETINGS CALENDAR OF AGENDA ITEMS

August	• Welcome Staff and Students • Crisis Response Plan Approval • Student Handbook Approval • Other Handbook Approvals as Needed (Classified, Teacher, etc.) • Parent Involvement Policy and Handbook Review • Annual Public Notices to Parents • Six Year Capital Improvement Plan Approval • Title I District and School-Wide Plans
September	• Site Enrollment • Graduation Date Approvals • SISD Resolutions (AASB Call for Resolutions) • Plan AASB Leadership Conference Attendance • Review AASB Resolutions • Work Session: ASC Training & School Year Goals/Objectives Development
October	• 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 Student Assessment Data • Report Student Count
November	• Audit Review/Budget Revisions • Annual audit of student organization accounts (ASC) • AASB Conference • Review and Refresh Strategic Plan/timeline
December	No Scheduled Meeting
January	• Budget Revisions • Plan for February Legislative Visits • ID Lobbying Strategies & Issues for Legislative Visits • Superintendent Evaluation • Teacher Contracts • Board Public Opinion Survey
February	• Plan for AASB Spring Fly-In (if attending) • Board Self-Evaluation/Goal Update and Review • Teacher Contracts • School District Report Card to the Public
March	• Budget Development • School Calendar Adoption
April	• Graduation Attendees • Budget Development • Bruce Hill Scholarship
May	• Budget Development or Adoption • Capital Improvement Plan/Facility Needs Report • Review School Survey results • Handbook Committee Updates • Curriculum Quarterly Reports
June	No Scheduled Meeting
Every Month	• School/Department Reports • Board Policy Review • Exemplary Stakeholder Nominations
As Needed	• Board Policy Updates from AASB

AR 4156.4/4256.4/4356.4 All Personnel – Personal Cell Phone Allowance

1. Purpose

The personal cell phone allowance program provides partial financial assistance to eligible employees who are required to maintain and regularly use a personal cell phone for District business.

The allowance is provided in lieu of routinely reimbursing individual calls, texts, or data usage and may be used when the Superintendent or designee determines that a District-issued phone is not necessary or operationally preferable.

For purposes of this regulation:

Allowance means the monthly payment approved for an eligible employee's required business use of a personal cell phone.

District business means communications, activities, documents, photographs, recordings, messages, or other information created, received, transmitted, or maintained in connection with an employee's assigned District duties.

Personal device means an employee-owned cell phone or smartphone capable of providing the voice, text, email, data, and other communication functions reasonably required for the employee's position.

2. Eligibility

Eligibility shall be determined by the Superintendent or designee based on the requirements of the position and the District's operational needs.

Relevant considerations may include whether the employee's duties require:

1. Frequent communication while away from a District office or school site;
2. Regular travel between District sites or work locations;
3. Emergency or incident response;
4. Communication with employees, families, contractors, agencies, or community partners outside normal office locations;
5. Reasonable accessibility outside regular office hours as an established responsibility of the position; or
6. Use of mobile voice, text, email, authentication, or data services necessary to perform assigned duties.

Eligible positions may include, but are not limited to:

New administrative regulation and exhibit proposed by District

- District administrators;
- Principals, lead teachers, or site administrators;
- Maintenance Director;
- Technology Director;
- Transportation Supervisor; and
- Other positions approved by the Superintendent.

Eligibility shall be based on actual job responsibilities and does not automatically attach to a job title.

3. Approval and Review

An employee must receive written approval from the Superintendent before receiving an allowance.

The employee shall complete **E 4156.4/4256.4/4356.4 – Personal Cell Phone Allowance Agreement** before payment begins.

Eligibility shall be reviewed:

1. At least annually;
2. When the employee changes positions or assignments;
3. When the employee's job duties materially change;
4. When the employee begins an extended period of leave;
5. When the employee no longer maintains an appropriate device or service plan; or
6. When operational or budgetary needs change.

The District may require updated acknowledgment forms or other documentation as part of the review.

4. Allowance Amount and Payment

The Board-approved allowance shall be **\$50 per month**.

The allowance:

1. Shall be paid through the employee's regular payroll;
2. Shall begin on the effective date established by the Superintendent or designee and Business Office;
3. May be prorated or adjusted in accordance with Business Office procedures;
4. Is intended to offset a portion of the cost of maintaining cell phone service required for District business;
5. Does not guarantee reimbursement of the employee's entire cell phone bill or other personal expenses; and
6. Is not a substitute for the employee's regular wages or salary.

New administrative regulation and exhibit proposed by District

The Business Office shall determine the appropriate tax treatment of the allowance based on applicable law, District procedures, and the structure of the payment. Unless the Business Office determines that the payment qualifies for exclusion from taxable income, the allowance shall be processed as taxable compensation.

The employee shall provide reasonable documentation requested by the Business Office to support the payment or its tax treatment.

5. Device and Service Requirements

An employee receiving the allowance shall:

1. Maintain an operational cell phone and active service plan;
2. Maintain voice, text, email, data, and other capabilities reasonably required for the position;
3. Maintain service coverage reasonably adequate for the locations in which the employee ordinarily performs assigned duties;
4. Keep current contact information on file with the District;
5. Notify the employee's supervisor promptly if the device or service is lost, stolen, damaged, disconnected, or otherwise unavailable; and
6. Restore appropriate service within a reasonable period.

The employee is responsible for selecting the device, carrier, service plan, and equipment that satisfy these requirements.

6. Employee Expenses and Equipment

Except as specifically authorized in writing, the employee is responsible for:

1. Purchasing the device;
2. Monthly service-plan charges;
3. Repairs, upgrades, and replacements;
4. Insurance and warranties;
5. Accessories;
6. Personal applications and subscriptions; and
7. Personal usage charges.

The District is not responsible for loss, theft, damage, repair, or replacement of the employee's personal device except as required by law or expressly approved in a separate written agreement.

The District will not reimburse additional routine service expenses beyond the monthly allowance.

New administrative regulation and exhibit proposed by District

Extraordinary charges incurred solely for District business, such as approved international service, satellite service, or unusual travel-related charges, may be reimbursed only when:

1. The expense was approved in advance by the Superintendent or designee;
2. The employee provides appropriate documentation; and
3. Reimbursement is otherwise permitted under District procedures.

7. Availability and Communication Expectations

Employees receiving an allowance shall be reasonably accessible during their assigned work hours and shall respond to District communications consistent with the responsibilities of their positions.

The allowance does not require continuous availability or an immediate response to every communication. Any after-hours availability or emergency-response expectations shall be based on the employee's job description, assignment, employment agreement, or specific direction from an authorized supervisor—not solely on receipt of the allowance.

Employees shall comply with BP 4119.26/4219.26/4319.26 regarding use of cellular phones during instructional time or while supervising students.

Employees shall not use a cell phone while operating a vehicle except as permitted by law and District policy.

8. Work Time and Overtime

Receipt of an allowance does not authorize an employee to work outside assigned hours or incur overtime.

Nonexempt employees shall:

1. Accurately record all time spent performing District work, including time spent responding to work-related calls, messages, texts, or emails outside scheduled work hours;
2. Report all time actually worked, whether or not the work was approved in advance; and
3. Comply with District procedures requiring advance approval for overtime or additional hours.

Failure to obtain required advance approval may result in corrective or disciplinary action but does not relieve the employee of the obligation to report all time actually worked.

Supervisors shall not encourage or permit nonexempt employees to perform unreported work through personal devices.

Federal guidance treats work that an employer knows or has reason to believe is being performed as compensable time, even when performed remotely or through electronic communication.

9. Confidentiality and Information Security

Employees shall protect confidential student, employee, financial, legal, and District information stored on or accessed through a personal device.

Employees receiving an allowance shall:

1. Use a passcode, password, biometric lock, or comparable access protection;
2. Enable automatic screen locking;
3. Maintain current operating-system and security updates when reasonably available;
4. Use multifactor authentication when required or available for District accounts;
5. Use District-issued email accounts and District-approved applications and storage systems for District business whenever reasonably practicable;
6. Avoid conducting District business through personal email accounts, personal cloud-storage accounts, or unapproved messaging applications;
7. Prevent family members and other unauthorized individuals from accessing District accounts or information;
8. Avoid storing confidential District documents directly on the device unless authorized and operationally necessary;
9. Promptly report loss, theft, suspected compromise, or unauthorized access to the employee's supervisor and the District technology department; and
10. Cooperate with reasonable District measures to secure or remove District accounts and District-related information.

Employees shall not transmit confidential student or personnel information through ordinary text messaging or other unsecured methods unless specifically authorized and appropriate safeguards are used.

10. District Records

District-related communications and information remain District records regardless of whether they are created, received, transmitted, or stored on a personal device, personal telephone number, personal account, or third-party service.

Employees shall use District-controlled communication and storage systems whenever reasonably practicable so that District records can be appropriately secured, retained, located, and produced.

Employees shall not:

New administrative regulation and exhibit proposed by District

1. Delete or destroy District records except in accordance with applicable records-retention requirements;
2. Use disappearing-message functions for District business;
3. intentionally conceal or transfer District records to avoid retention or disclosure;
4. Automatically forward District email to a personal email account; or
5. Store the District's only copy of an official record on a personal device.

11. Investigations, Public-Records Requests, and Legal Proceedings

District-related information stored on or transmitted through a personal device may be subject to:

1. An internal or external investigation;
2. An audit;
3. A public-records request;
4. A subpoena;
5. A litigation hold;
6. Civil or administrative discovery;
7. A court or agency order; or
8. Another lawful preservation, inspection, or production requirement.

When the employee receives notice of an investigation, records request, litigation hold, or other preservation requirement, the employee shall:

1. Preserve potentially responsive District-related information;
2. Refrain from deleting, altering, concealing, overwriting, resetting, replacing, trading in, or disposing of responsive information or the device to the extent directed;
3. Provide District-related records in the manner requested by the District;
4. Cooperate with reasonable and lawful measures to identify, preserve, collect, review, and produce responsive information; and
5. Continue preservation until the District provides written notice that the obligation has ended.

Employees should not expect District-related information to remain private from the District or exempt from lawful disclosure solely because it is located on a personal device.

Because District-related and personal information may be stored together, lawful preservation or collection may result in incidental access to or collection of personal information. In some circumstances, an investigation, subpoena, discovery request, or court order may require limited inspection, collection, or forensic review involving the device or information stored on it.

The District shall take reasonable steps, consistent with applicable law, investigative needs, and court or agency orders, to:

1. Use appropriately targeted collection methods;

New administrative regulation and exhibit proposed by District

2. Limit review and production to responsive information;
3. Protect legally privileged or confidential information;
4. Avoid unnecessary review of personal information; and
5. Segregate or exclude nonresponsive personal information when reasonably practicable.

The District cannot guarantee that personal information commingled with District information will never be accessed, collected, reviewed, or disclosed.

Participation in the allowance program does not, by itself, give the District unrestricted access to the employee's entire personal device. The scope and method of any access, preservation, collection, review, or production shall be determined based on the circumstances and applicable law, in consultation with District legal counsel when appropriate.

Alaska's civil discovery rules permit discovery and production of relevant documents and electronically stored information, while the scope of a particular request remains subject to relevance, privilege, proportionality, and court supervision.

12. District-Issued Devices

The Superintendent or designee may determine that a District-owned device is more appropriate because of:

1. Information-security requirements;
2. Records-retention or public-records considerations;
3. Operational or emergency-response needs;
4. The volume or nature of District communications;
5. Specialized technology requirements; or
6. Other District interests.

An employee does not have an automatic right to choose between an allowance and a District-issued device.

When the District provides a device, its use shall be governed by applicable policies and administrative regulations concerning District-issued technology.

13. Suspension or Discontinuation

The Superintendent or designee may suspend or discontinue an individual employee's allowance when:

1. The employee no longer performs duties requiring regular cell phone use;
2. The employee transfers or changes assignments;
3. The employee fails to maintain an operational device or adequate service;
4. The employee fails to comply with this regulation or related policies;

New administrative regulation and exhibit proposed by District

5. The employee begins an extended period during which the relevant duties are not being performed;
6. The District issues the employee a District-owned device;
7. Funding is unavailable; or
8. Operational needs otherwise change.

The Superintendent may not independently change the Board-approved allowance amount.

The allowance shall end no later than the employee's separation from District employment unless otherwise required to correct a payroll obligation.

Upon transfer, discontinuation, or separation, the employee shall cooperate with the District in removing District accounts, applications, credentials, and District-related information from the device, subject to any applicable records-preservation requirement.

E 4156.4/4256.4/4356.4 Personal Cell Phone Allowance Agreement

Employee Information

Employee Name: _____

Position: _____

Work Location: _____

Personal Cell Phone Number: _____

Allowance Amount: \$50 per month

Effective Date: _____

Employee Election

I elect to use my personal cell phone for Southeast Island School District business and to participate in the District's personal cell phone allowance program.

By signing this agreement, I acknowledge and agree that:

Device and Service

1. I will maintain an operational personal cell phone and service plan capable of providing the voice, text, email, data, authentication, and other functions reasonably required for my position.
2. I am responsible for purchasing, maintaining, repairing, insuring, upgrading, and replacing my personal device and for paying my service-plan and personal-use expenses.
3. The allowance is intended to offset a portion of my expenses and may not cover all costs associated with my device or service plan.
4. I will promptly notify my supervisor if my phone or service is lost, stolen, damaged, disconnected, compromised, or otherwise unavailable.

District Policies and Security

5. I will comply with applicable laws, Board policies, administrative regulations, technology requirements, confidentiality requirements, records-retention requirements, and safe-use expectations.
6. I will maintain reasonable device-security protections, including a passcode or comparable device lock and current security updates.

New administrative regulation and exhibit proposed by District

7. I will use my District email account and District-approved communication and storage systems for District business whenever reasonably practicable.
8. I will protect confidential student, employee, financial, legal, and District information and will promptly report any suspected loss, breach, or unauthorized access.

Work Time and Availability

9. I understand that receipt of the allowance does not, by itself, place me on call, change my assigned work schedule, require continuous availability, or authorize overtime.
10. If I am a nonexempt employee, I will accurately record and report all time spent performing District work, including work performed through calls, texts, messages, or email outside my scheduled hours.
11. I will comply with District procedures requiring prior approval for overtime or additional hours.

District Records and Legal Disclosure

12. I understand that communications, documents, photographs, recordings, messages, metadata, and other information concerning District business may constitute District records even when created, received, transmitted, or stored on my personal device or through a personal telephone number or account.
13. I understand that District-related information on my personal device may be subject to records-retention requirements, investigation, audit, public-records requests, subpoenas, litigation holds, discovery requests, court orders, or other legal disclosure requirements.
14. If notified of an investigation, records request, litigation hold, or other preservation obligation, I will preserve potentially responsive District-related information and will not delete, alter, conceal, overwrite, reset, replace, trade in, or dispose of responsive information or the device to the extent directed.
15. I will cooperate with reasonable and lawful measures to identify, preserve, collect, review, and produce responsive District-related information.
16. I understand that District-related and personal information may be commingled on my device. As a result, an investigation, records request, subpoena, discovery request, or other legal process may result in incidental access to or collection of personal information.
17. I understand that, in some circumstances, a lawful investigation or legal proceeding may require limited inspection, collection, or forensic review involving my device or information stored on it.
18. I understand that the District will take reasonable steps to limit collection, review, and disclosure to responsive information and to protect nonresponsive personal information when reasonably practicable. However, the District cannot guarantee that personal information commingled with District information will never be accessed, collected, reviewed, or disclosed.

New administrative regulation and exhibit proposed by District

19. I understand that participation in the allowance program does not, by itself, provide the District with unrestricted access to my personal device. The scope and method of any access or collection will be determined based on the circumstances and applicable law.

Payment and Continued Eligibility

20. I understand that the allowance will be paid through payroll and will receive the tax treatment determined by the District's Business Office.
21. I understand that the allowance is not a substitute for regular wages and does not create a contractual or continuing right to receive the payment.
22. I understand that the allowance may be suspended or discontinued if my duties, assignment, device status, leave status, eligibility, District funding, or operational needs change.
23. I will promptly notify my supervisor of any change that could affect my eligibility.
24. When my participation ends, I will cooperate with reasonable directions to remove District accounts, applications, credentials, and District-related information from my device, subject to any records-preservation requirement.

I have reviewed BP and AR 4156.4/4256.4/4356.4 and agree to comply with their requirements.

Employee Signature: _____

Date: _____

District Approval

The employee's assigned duties require regular use of a cell phone for District business, and participation in the allowance program is approved.

Superintendent Signature: _____

Date: _____

Allowance Effective Date: _____

Review or Expiration Date, if applicable: _____

Human Resources/Business Office Use

Payroll Effective Date: _____

Tax Treatment:

☐ Taxable compensation

New administrative regulation and exhibit proposed by District

☐ Nontaxable reimbursement as approved by Business Office

☐ Other: _____

Processed By: _____

Date: _____

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.I - 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
